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A RETROSPECTIVE ANALYSIS OF COMMUNITY COLLEGE PARTICIPATION IN NON-TRADITIONAL FORMS OF INSTITUTIONAL SELF-STUDY--IMPACT ON INSTITUTIONAL PLANNING AND GOAL ATTAINMENT

A Dissertation Presented

By

Philip R. Day, Jr.

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1980

School of Education

A RETROSPECTIVE ANALYSIS OF COMMUNITY COLLEGE PARTICIPATION IN NON-TRADITIONAL FORMS OF INSTITUTIONAL SELF-STUDY--IMPACT ON INSTITUTIONAL PLANNING AND GOAL ATTAINMENT

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Philip R. Day, Jr.

Approved as to style and content by:

Dr. William Lauroesch, Chairperson

Dr. Oswald Tippo, Member

Dr. Charlotte Rahaim, Member

for Mario Fantini

Mario Fantini, Dean
School of Education

DEDICATION

To my wife and best friend, Valerina, for giving me a renewed sense of being, fulfillment, and direction.

ACKNOWLEDGEMENTS

Dr. William Lauroesch, Professor of Education and Director Chairperson, Department of Educational Policy, Research and Administration at the University of Massachusetts, should be acknowledged for providing direct guidance during all phases of the study and particularly during the final stages of completion. Indeed, this was a reflection of both his kindness and commitment which are in the finest tradition of graduate education. More importantly, it is a reflection of his firm and positive support for me personally which I have felt to be in evidence since entering the program.

I would like to also thank Dr. Herbert Kells, Professor of Education, Rutgers University, and Dr. Robert Kirkwood, Executive Director of the Commission on Institutions of Higher Education of the Middle States Association of Schools and Colleges for providing initial guidance to my study and permission for use of the survey instrument developed by them in this study on two-year colleges. Dr. William MacLeod, Director of Evaluation, Commission on Institutions of Higher Education of the New England Association, deserves credit for helping to plant the seed for the study itself and for providing direct assistance during its implementation.

Finally, Ms. Monique Tran deserves special acknowledgement for showing extreme patience and care in the typing of the study report.

A RETROSPECTIVE ANALYSIS OF COMMUNITY COLLEGE PARTICIPATION IN NON-TRADITIONAL FORMS OF INSTITUTIONAL SELF-STUDY--IMPACT ON INSTITUTIONAL PLANNING AND GOAL ATTAINMENT

May 1980

Philip R. Day, Jr., B.S., University of Maine at Portland

M.Ed., SUNY at Buffalo, Ed.D., University of Massachusetts

Directed by: Dr. William Lauroesch

The major purpose of this inquiry was to study the relationship of selected institutional practices to the level of satisfaction and internal usefulness of the accreditation self-study process among a select group of community-junior colleges within the New England region. Specific attention was given to the extent and sophistication of institutional research and planning as ongoing processes. Selected problem areas identified for additional analysis included perceived level of institutional improvement and cause, specific focus of the self-studies conducted, perceived motivation and perceived commitment of the leaders of the institution to productive self-study.

Fifty-two community-junior colleges out of a total of 80 within the New England region were selected to participate. To be eligible to participate institutions had to have experienced accreditation review for reaffirmation

purposes at least once. The useable response rate to the survey was 71% or 37 institutions.

The major findings of the study reflected a significant lack of involvement in and knowledge about alternative forms of institutional self-study. Additionally, continuous, broadly conceived, fairly complete programs of institutional research and self-study were determined not to be widely present in community-junior colleges. The planning/research function within community colleges is still not well developed and in most cases not functioning at all. The study indicated further that for those institutions that do have a fully developed planning/research capacity they were more likely to participate in alternative modes of institutional self-study, be more pleased with the results, and more able to perceive that real institutional improvement has occurred in specific areas of the college.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

General Statement

To establish a proper context for review of this study it would seem appropriate to provide a brief overview of the historical development of accreditation within higher education and its initial purposes.

One of the primary methods for maintaining standards of education in the United States is accreditation. Through this process an agency or organization evaluates and recognizes an institution or program of study as meeting certain predetermined qualifications or standards, and issues a public statement to this effect. Accrediting agencies rely upon the educational institutions themselves to maintain their educational programs in such manner as to conform to standards that are applied by the agency after they are cooperatively developed. This method of developing and maintaining standards contrasts with the system which prevails in most other countries. Commonly, a ministry of education or similar government agency creates educational institutions and authorizes them to offer specified programs of instruction in accordance with standards established by the government. Such a system does provide a means for the more ready establishment of standards and for greater national uniformity.

The Constitution of the United States made no provision for such national involvement in education. Consequently, a decentralized system for maintaining educational standards came into being, and accreditation became an important element in this system (Porter and Selden, 1977). A prelude to accreditation was introduced in 1787 when the New York State Board of Regents was required to visit every college in the state once a year and to report annually to the legislature. Similar requirements existed in no other state. In time New York modified their approach by developing a non-governmental system of maintaining academic standards.

Various bodies such as the American Association of University Women, the University of Michigan, and the University Senate of the Methodist Espicopal Church did perform certain functions similar to those later incorporated into accreditation. However, the first bona fide accrediting activities were performed in the field of medicine. The initial list of classified medical schools was issued in 1906-07 by the Council on Medical Education of the American Medical Association. This major step laid the groundwork for the later closing of many schools which, in the opinion of the AMA, were offering inadequate training. It also prompted other schools to improve their educational offerings and strengthen their admission requirements. The

Flexner report in 1910 stimulated activity that let to rapid and significant changes in medical education (Flexner, 1910).

The American Bar Association took notice of the developments and a few years later followed the pattern of standard-setting established in medicine.

By the end of the 1920's, accreditation was initiated in such specialized fields as landscape architecture, library science, music, nursing, optometry, teacher education, and collegiate business education. There followed in the 1930's similar activity in chemistry, dentistry, engineering, forestry, pharmacy, social work, theology, and veterinary medicine. Today, more than fifty fields in postsecondary education are subject to specialized accreditation conducted through the direct or indirect involvement of several times that many national organizations and thousands of individuals (Porter and Selden, 1977).

Institutional accreditation may be traced to the list of accredited colleges and universities issued in 1913 by the North Central Association of Colleges and Secondary Schools. The need for this type of accreditation occurred because of the lack of common standards among institutions calling themselves colleges or universities.

The Middle States, New England, North Central, and Southern regional associations initially were created to develop and maintain a method of articulation between the secondary schools and the colleges for admissions purposes.

They soon discovered, however, that their informal procedures did not meet fully the needs of their members.

There evolved, therefore, a concurrent activity designed to protect the member institutions from competion by other institutions considered to be deficient, inadequate, or unethical, as determined by the inability of the institutions to meet requirements for membership in associations.

To enforce their membership requirements it was natural that the associations eventually would require institutions seeking membership to be inspected and to meet certain established standards. Meeting these standards resulted in accreditation of the institution which, in turn, qualified it for membership. By the early 1950's, institutional accreditation was a requirement for membership in each of the six associations of colleges and secondary schools that now, collectively, span the nation and its territories.

Initial purposes of accreditation. In both specialized and institutional accreditation the primary purposes of the sponsorship of this standard setting activity were:

1. establishment of minimum educational standards; and
2. insistence on the maintenance of minimum educational standards for protection of the public, the institutions, and their graduates.

Concurrent with and related to these two purposes was recognition of the need to assure comparable minimum educational

preparation of the students being admitted to the institutions and to their specialized programs of study.

Recognizing that insistence on the maintenance of minimum standards merely for initial accreditation was insufficient, and prodded by the stronger institutions whose quality far surpassed minimum standards, the accrediting agencies later developed a third purpose for accreditation, and especially for reaccreditation namely;

3. stimulation for continued self-improvement by the institutions and programs.

A fourth purpose or role accreditation also emerged; that of:

4. protection of institutions from improper external or internal pressures.

Recent attention has been given to the existing and future role of institutional accreditation, vis-a-vis regional associations, the federal government, and member institutions. Of particular concern has been the emerging emphasis being placed on improvement and outcome-oriented self-studies and the role of institutional planning and research efforts in the accreditation process. Regional associations, charged with the responsibility of responding to this concern, have developed specific alternative approaches to self-study which build upon the planning/research efforts of the institutions and specific issues and/or problems that may be current for the campus.

These developments have taken place in response to the criticisms that the comprehensive form of institutional self-study, once an institution has established its basic accreditability, is too time consuming, expensive, restrictive in its focus, and to a great extent does not provide the college with the opportunity to get beyond the study process and its dimensions in order to focus on the problems which the college faces. Kells (1977) has stated that,

> In a sense the medium becomes the message. The acts of describing the elements of the colleges and the committee processes and the attendant political aspects of self-examination so dominate the collective consciousness that there is little time to focus on the identification or the formulation of workable solutions to problems. To involve and enlighten campus participants is an important goal of self-study, but just as in the case of some campus governance processes, the process itself often smothers more useful activities.

In response to these issues, regional associations offer institutions a variety of alternative modes of conducting institutional self-study; they are:

1. Comprehensive self-study. The basic types of institutional review is comprehensive self-study, in which every major aspect of the program, the governing and supporting structures, resources and services, and educational outcomes is appraised in relation to an institution's self-defined objectives.

   A comprehensive self-study is usually the desirable one unless an institution has recently conducted a thorough and comprehensive self-evaluation

on its own or has a regular program of internal institutional research which would render this approach repetitious or unprofitable. Even then, the Regional Commissions may require it.

2. Comprehensive with certain emphasis. This is a variant of the basic comprehensive self-study, useful for institutions wishing to give special attention to selected areas or issues within the context of their overall objectives and performance. This option involves a general review of objectives and programs, and supporting elements, followed by an examination in depth of those aspects which are of primary significance to an institution at a given time (Middle States Association of Colleges and Schools, 1977). An institution might find it useful, for example, to place special emphasis in its self-study on its charter and trustees, its faculty and teaching practices, and/or on the outcomes of its total operation.

The self-study report covers both phases. The "studyguide" materials may be used as the basis for the general part, or the institution may create its own format. The analysis of the report on the special emphasis may be presented in whatever manner seems appropriate. The areas of special emphasis selected should be ones of current and significant

concern for the institution and ones on which external judgment and criticism are desired and likely to be useful, and which are significant indices of the competence of the institution's educational performance. Both the format and the selection of issues are to be determined in, or after, discussions with the staff of the Regional Commission, and filed with the appropriate Commission. Members of the visiting Committee are selected in large part with the nature of the special emphasis in mind.

3. Selected topics approach. This option represents a concentration upon certain areas, units, or aspects of the institution, when the basic accreditability of the institution can be readily verified, and intensive study of selected functions or parts or chosen aspects of its work promises to be illuminating of the whole, and more profitable for the institution (New England Association of Schools and Colleges, 1976).

After discussion with Commission's staff, the institution electing this option presents, early in the self-study period, a detailed plan of action for approval. The self-study then produces:

(a) a relatively brief introductory paper setting forth the institution's aims and objectives, describing its organization, programs,

resources, and outcomes, and providing such quantitative data as are necessary; and

(b) information in depth on the chosen areas or topics.

The visiting team is selected accordingly and instructed to develop from the special topics a view of the institution as a whole.

4. Current special study evaluation. An institution making or about to make a comprehensive and intensive study of its educational program for curriculum revision, long-range educational planning, or similar purposes can request acceptance of report of such study in place of a more conventional form of self-evaluation (New England Association of Schools and Colleges, 1976).

Where intensive self-study is to be carried on over a period of several years, with different aspects of the institution subjected to analysis in successive years, the product of such self-studies may be reviewed by small visiting committees each year, with an overall review at the conclusion of the total study.

After discussion with Commission's staff, a detailed proposal is presented, with evidence of the institution's ability to carry it out effectively, or, if already complete, evidence that it

has been a significant enterprise. If the Commission approves, it is then decided what further steps are necessary.

5. Continuing institutional research evaluation. This option represents the acceptance of the product of an institution's regular program of institutional research in fulfullment of the self-evaluation requirement, without further documentation other than an introductory statement. Such a procedure can only be considered when the institutional research covers the general range and outcomes of an institution's operation (New England Association of Schools and Colleges, 1976).

It is essential to view the concept of periodic improvement-oriented (as opposed to externally focused) institutional self-study coupled with institutional research programs as directly related to effective institutional management and functioning. As McKenzie (1969) has indicated, effective institutional or other management includes a cyclical process of planning, organizing, staffing, directing, and controlling. Periodic self-study and institutional research in colleges and universities should be seen as fully congruent with the "control" function in traditional management cycles or schemes. Both Kells (1977) and Richardson (1977) assert that, "If self-study and institutional research function

well, they provide feedback for continuous program and institutional improvement and serve as a basis for useful program and institutional planning."

This concern is particularly important for community-junior colleges, which because of their very nature (community based, usually locally supported, and responsive to community needs for services and programs on both short/long-range basis), must place a great deal of emphasis upon the planning/management/evaluation functions of the institution.

It is important, therefore, to study examples of serious, participatory institutional self-study on their behalf in order to consider the extent to which particular approaches, procedures, and related institutional characteristics may be associated with the perceived effectiveness of the process.

Past research efforts by Kells and Kirkwood (1979) have indicated that associate degree-granting institutions are disproportionately represented among those institutions that had participated in alternative modes of institutional self-study, and particularly the Selected Topics Approach. Their study pointed out that the profile of use of various forms is a good general indicator of the capacity of institutions to carry on institutional research.

Those institutions with strong, active research capacities choose the less comprehensive forms to focus on areas not recently studied. Those institutions with small

or non-existent or non-active study capacities find it necessary to undertake more comprehensive forms. Further, the Kells-Kirkwood study underscored the relationship (high and positive) between the planning/institutional research capacity of the institution and satisfaction with the process.

One might assume from the results of this major study that the community-junior colleges are carrying out the planning/institutional research functions with a degree of sophistication and commitment that allows for participation in more specifically focused self-study. However, ample evidence does exist to the contrary, and it is this apparent contradiction that has been a major factor and influence on this investigation.

Purpose of the study. The purpose of this inquiry was to study the relationship of selected institutional practices to the level of satisfaction and internal usefulness of the accreditation process. Specifically, the inquiry focused on the extent and sophistication of institutional research and institutional planning as ongoing processes. The researcher sought to identify specific institutional self-studies wherein community colleges had satisfactorily completed the self-study process in a manner that was cost-effective and facilitative to institutional goal attainment. By concentrating on the community-junior college level of participation and dealing with the specific problem areas identified previously, it was expected that the study would generate valuable data and information, which could provide institutional

administration at that level with sound guidance and direction regarding institutional self-study, methods of improving the process, and the role of ongoing planning and institutional research efforts.

Sub-problems. Specifically, the researcher concerned himself with the following research questions:

1. What was the level of perceived institutional improvement which had occurred?
2. What was the level of perceived satisfaction with the process?
3. What was the probable cause of improvement?
4. What was the specific focus of the study (if any), the rationale for same, and the perceived relationship to institutional mission?
5. What was the perceived motivation of the institution as it undertook the study?
6. What was the perceived commitment of the leaders of the institution to productive self-study?
7. What was the perceived degree of usefulness of the study to the institution and to the visiting team which followed the study?
8. What was the perceived capacity of the institution to conduct institutional research and planning, and the perceived relationship with same to satisfaction with the self-study process and goal attainment?

In seeking answers to these stated research questions, the investigator tested the following hypothesis:

1. that there was a positive correlation between the institutional research and planning capacity of the institutions and participation in non-traditional forms of institutional self-study;
2. that there was a positive correlation between satisfaction with the process and participation in alternative self-study formats;
3. that there was a positive correlation between the perceived level of internal usefulness and participation in non-traditional self-study; and finally,
4. that there was a negative correlation between perceived level of institutional research and planning and participation in the comprehensive approach to institutional self-study.

Delimitations. Out of necessity, the researcher confined himself to a target population that consisted of only community junior colleges. Institutions within the six-state New England region participated in the study. The researcher was sensitive to the fact that the data generated by the study would not necessarily be generalizable to the rest of the country.

Given the stated criteria of the regional associations for participation in the non-traditional approaches to

self-study, the investigation was limited to those institutions that participated in the process as a means of reaffirming initial accreditation. The study attempted to solicit the views of coordinators of the self-study process, the chairpersons of the steering group, or the chief executive officer of the institution and/or his/her designee. Past research efforts (Kells, 1979) have demonstrated that this was the most feasible approach, since these individuals have proven to have the fullest access to facts about the process; would probably be more aware of the initial attitude of institutional leaders; the motivations for, and knowledge of the process by different kinds of people on the campus; and would be in a position to best assess the outcomes, strengths, and weaknesses of the process.

Basic assumptions.

1. The decision made by community-junior colleges to participate in non-traditional forms of institutional self-study was a conscious and deliberate choice for reasons that could be identified.
2. The self-study coordinators would provide a reasonably unbiased assessment of the campus self-study process.

Need for the study. The major rationale and need for the study follows.

To date, no systematic study has been initiated which reflects upon and examines the specific role of community-junior colleges in the accreditation process and in particular alternative modes of institutional self-study. The emerging role of institutional planning and systematic research within the community college is one that has received a high degree of attention and concern. Past research documentation had indicated that, on the whole, the existing capacities of the institution to develop and implement a continuous, broadly conceived, and fairly complete program of institutional research and self-study has been limited. Similarly, complete programs of useful ongoing studies of goal achievement that is, outcome studies, are also not well developed. Both are still in embryonic stages.

On the other hand, criticism of the self-study and accreditation process which research has indicated is directly related to the institution's ability to carry out these functions satisfactorily, has been pronounced. Criticism dealing with time required, cost effectiveness, and impact upon the institution have been primary. In fact, most college administrators faced with the prospect of self-study for initial or reaffirmation purposes are anxious about the tasks awaiting them. Because accreditation in either case is not only a desired goal, but given the "federal connection," a requirement, colleges anticipating self-study often experience the institutional equivalent of an approach-avoidance conflict.

Prior research (Kells, 1979) has indicated that, at least in one region of the country, associate degree-granting institutions were disproportionately represented among those institutions who were sampled and who had opted for the Selected Topics Approach. Further, satisfaction with the choice of self-study form in light of institutional circumstances were significantly associated with perceived satisfaction. This researcher felt that these issues required further examination given the fact that limited attention has been devoted to them.

CHAPTER II

REVIEW OF THE LITERATURE

The researcher has extensively reviewed the prior efforts of others in the field in an effort to synthesize and digest works that have some degree of relevancy with the study. It is important to point out, that to date, no study has been initiated on a national level that concerns itself with community-junior college participation in the accreditation process.

The major efforts that have been carried out which do have some relevance to this study are outlined below. It is fair to say that institutional self-study has not been the major focus of most research efforts that have taken place.

Puffer et al. (1970), in their landmark examination of institutional accreditation in 1969, presented for the first time some descriptive information on self-study processes which had been completed in the 1960's, but the subject matter was not examined with any degree of detail. Warner's study (1977) of the impact of accreditation in senior institutions in the Western Association region treated self-study as a part of the accreditation process with respect to the majority of the institutional aspects examined, but did not analyze the self-study process itself. He determined that representatives of the senior colleges in that region thought

the emphasis on self-study in the accreditation process was "about right," and his major finding was that self-study was viewed as somewhat more important in its effect on the institution than was the evaluation team visit.

Donaldson (1960) in the late 1950's analyzed thirty-eight liberal arts curricula self-study projects which had been supported by the Fund for the Advancement of Education during the previous decade. His study, though limited in scope and not oriented to systematic analysis of collected facts and opinions, stands as the best early examination of this important process. Donaldson concluded that self-study was an important concept, one which could lead to better curricula and general improvement of higher education through identifying problems and stimulating action to solve them. He further pointed out the essentials of leadership, resources, communication, organization, and follow-up as necessary ingredients for a successful self-study. He identified poor design, lack of clear purpose, inexperienced coordinators, weak communication, "rigged processes," impolitic language, and lack of plans for adequate follow-up as typical weaknesses in the self-study projects.

Romaine (1975) conducted a research study to ascertain the perception of collegiate institutions about selected aspects of accreditation as conducted by the CIHE of the North Central Association. Specific concerns were (1) to determine overall member institution satisfaction; (2) to ascertain

present contributions and future expectations; (3) to examine possible criticisms; and (4) to review reactions to proposed modifications. Given the nature of this inquiry (i.e., the evaluation of NCA's existing and future role of institutional accreditation), specific attention to the self-study process was lacking. One highlight of the study that does have some degree of relevancy to the proposed modifications, indicated that their greatest concern was that the Association should increasingly stimulate and support adaptability and innovation in member institutions.

Andrews (1978) conducted the first national study on institutional accreditation with the emphasis being placed upon the development of evaluative criteria for the accreditation of non-traditional education. Specific goals of the study were: (1) to identify essential elements that should be present in the various types of non-traditional programs that lead to some form of degree and/or certification; (2) to develop a classification of the types of non-traditional study programs; (3) to develop guidelines, criteria, and evaluation procedures for non-traditional education programs and institutions for use by accreditating commissions; and (4) to propose policy changes for consideration and adoption by the Council on Postsecondary Accreditation.

One of the major recommendations of this recently completed project, which reinforces the intent of this study, is that the accreditation process must focus, much more than

it has, on educational outcomes. The study team concluded that the only way to evaluate a great variety of educational forms and structures is to emphasize the results of the educational process rather than the process itself or its structure or sponsor. Further, it recognized that accrediting bodies cannot have two sets of criteria--one for traditional institutions and one for non-traditional. Therefore, it was recommended that greater attention be given to educational outcomes in the total accreditation process.

This major study did provide substantiative corroboration of those prior efforts that had been underscoring the need for the development of new approaches to institutional self-study which would more readily allow for outcome-oriented evaluation to occur.

Kells (1972; 1976:57) and Dressel (1971:46) have argued that with the accelerated growth of higher education and the accompanying need for better planning during the last two decades, institutional self-study has received attention that requires changes in the theoretical constructs for improving the process. Kells (1972) has pointed out that new forms have been adopted by the Middle, Western, and New England regions for use by colleges and universities preparing for review by an accreditation organization. The forms have been used to foster institutional improvement and planning. They use topical and problem-oriented approaches or integrate self-study activities with a planning process.

They strive to institutionalyze processes of in-house research, the results of which help in decision making and institutional improvement. Kells further pointed out that, "because of the press of normal campus business and since most self-study designs call for extended commitments of participants, the new self-study processes are not often adopted."

In the absence of studies to document the extent of use of the new self-study forms, Kells and Kirkwood (1979) launched a major retrospective study on the subject which addressed the period of time (1972-77) in which most of the experimentation with new forms was undertaken in the Middle States region--the region in which the major thrust toward more flexible approach had been undertaken on a broad scale. The relevance of the data to this study has already been discussed. More specifically, the Kells/Kirkwood study reflected a disproportionately high level of participation in the new forms of institutional self-study by community-junior colleges. It underscored the relationship (high and positive) between a planning/research capacity of the institution with satisfaction with the process, but did not include a detailed analysis of data relating specifically to the community-junior college. One interesting observation made about those institutions which conducted other than comprehensive self-study was that, "when given a chance to focus upon high priority, pressing and/or politically acceptable

topics, institutions showed greatest preference for curriculum or program studies and for perennial favorites, governance and organizations." The authors further stated, "It is heartening that almost four out of ten institutions seemed to be involved in long-range planning, but disheartening or at least surprising to see the low frequency of focus on institutional study capacity, remedial/developmental education, general education, and the library/learning resources area, all of which would seem to be essential areas of study and development in the 1970's and beyond." These same concerns are raised and shared by this researcher.

Of equal interest and concern is that a number of studies in specific states have underscored the lack of planning/research efforts in community-junior colleges. Illustrative of this problem, is that the latest compilation of work on the community-junior colleges by Monroe (1975), institutional research, planning, and management are not treated as major functions within the college. In fact, they are not even listed in the book's subject index. A status survey on institutional research in Ohio's two-year campuses conducted by Hazard (1977), indicated that only six of the two-year campuses had a person responsible for IR on a full-time basis, while 32 percent of the campuses required less than 25 percent of a staff member's time in the planning/research function.

This apparent contradiction, i.e., the disproportionately high use of self-study forms that require on-going planning/research efforts by institutions characterized as having a noticeable lack of same, was the major motivation for pursuing this investigation.

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C H A P T E R III

PROCEDURES

The methodology utilized was very similar to the methodology employed by Kells and Kirkwood in their 1979 study. The primary rationale for selecting this approach was to establish a data base from a regional sample which dealt specifically with community-junior colleges in an effort to make a more thorough analysis that would be readily comparable. Secondly, it would allow for the maximum utilization of the existing data base to supplement that which would be generated through this study.

Specific steps and procedures that were followed:

1. The researcher worked directly with the regional association and the New England Junior College Council in soliciting their support for the study (See Appendix A for letters of support and endorsement).
2. The 1979-80 Directory of the American Association of Community-Junior Colleges was used to identify the total number of institutions within the New England Region. The total number identified for screening was 80.
3. The regional association identified each of the institutions (community-junior colleges) that had during the period 1970-78, participated in institu-

tional accreditation, and satisfied the criteria for participating in the research project. Given the stated criteria of the regional associations for participating in the non-traditional approaches to self-study, the investigation was limited to those institutions that participated in the process as a means of reaffirming initial accreditation. Similar criteria were utilized by Kells and Kirkwood (1979) in their major study on institutional accreditation. Appendix B provides a full listing of the participating institutions identified by the New England Association. A total of fifty-two (52) institutions were selected for participation.

4. The researcher appointed a regional advisory committee consisting of delegates and/or representatives of the regional association and the New England Junior College Council to advise him throughout the study. The New England Junior College Council in the process of endorsing and supporting the project, agreed to permit its Standing Committee on Accreditation to serve as an Advisory Committee to the research study. The membership of the advisory committee was as follows:

Dr. Arthur Kinney
President
Mattatuck Community College
Waterbury, Connecticut

Dr. Arthur Haley
President
Mount Washusetts Community College
Gardner, Massachusetts

Dr. Brian Carlson
President
Mount Ida Junior College
Newton, Massachusetts

Dr. Lloyd Van Buskirk
President
Leichester-Becker Junior College
Worchester, Massachusetts

Dr. Robert Weller
President
Mitchell College
New London, Connecticut

Dr. William MacLeod
Director of Evaluation
Commissioner on Institutions
of Higher Education
New England Association of
Schools and Colleges, Inc.
Burlington, Massachusetts
Ex-Officio

5. An instrument was developed to collect data on the specific sub-problems identified (See Figure 1). The instrument was the same version utilized in the Kells/Kirkwood study (permission granted). Given the fact that the instrument utilized by the two researchers had already been pre-tested, modified and tested for its validity, no effort was made to pre-test the revised instrument for the purposes of this study. Nevertheless, the researcher did utilize the expertise and counsel of the advisory committee members to review the instrument and to make

FIGURE 1

Information Collected Via the Survey Instrument

Institutional Characteristics

- Size
- Age
- Sponsorship
- Disciplinary Profile
- Research/Planning Capacity
- Campus Structure
- Collegiate Structure
- Time Since Last Process
- Degree Offered

Process Characteristics

- Form of Study Process*
- Size of Steering Group
- Composition of Steering Group
- Number of Workgroups
- Average Size of Workgroups
- Total Number of People Involved
- Participation Level by Type of Member in the Academic Community
- Use of Goal Achievement (Outcomes) Studies
- Length (Time) of Process
- Cost of Process
- Workload Subsidy for Coordination
- Perceived General Motivation
- Perceived Commitment of Institutional Leadership**
- Any Special FOCI
- Breadth of Special FOCI
- Rationale for Special FOCI
- Year Study was Initiated

Satisfaction Measures

- Perceived Improvement
- Satisfaction with Choice of Form
- Perceived Usefulness (by Various Workgroups)
- Strengths of the Process
- Weaknesses of the Process
- Source of Improvement
- Perceived relationship between Planning/Research Capacity and Outcomes

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* See Chapter I for the description of commonly used forms.

** As perceived by the self-study coordinator or self-study steering group chairperson

suggested changes and/or improvements. None were required, except those modifications which were needed to reflect the specific target population of community-junior colleges.

6. The instrument was designed with response scales to gather both nominal and ordinal data for the factual and opinion items. The researcher utilized the Statistical Package for the Social Sciences for the purpose of analysis. Specific application for this study centered on determining frequency distributions (by number and percentage), producing cross-tabulations of specific variables, and to measure the degree of association of two variables based on the distribution of frequency counts in two by two contingency tables utilizing Chi-Square. Relationships were judged to be significant at the .05 level consistently. A copy of the instrument utilized for the research study is attached (Appendix C).
7. The researcher made use of the central Computer Services Center of the University of Maine where all responses were reviewed, coded, keypunched, verified, and analyzed.
8. Instrument was mailed directly to the Chief Executive Officer of each institution and/or the past

chairperson of the campus steering committee. The mailings included:

(a) letter outlining the nature of the project--goals/objectives/expected outcomes;

(b) accompanying letter of endorsements from the New England Association and the New England Junior College Council;

(c) copy of the instrument; and

(d) a self-addressed, stamped envelope.

All surveys were designated with a simple numerical code to identify non-respondents. Surveys were sent to 52 designated institutions who had been identified by the New England Association.

9. Two-weeks after the mailing, a second mailing was sent out to non-respondents, which included a letter of reminder about the nature and extent of the study and the researcher's interest in involving the institutions in the research study.

10. Two-weeks after this mailing, step eight was repeated for non-respondents with appropriate modifications.

11. Two-weeks later, direct telephone inquiries were made to non-respondents to provide for further encouragement.

12. Returned surveys were processed as described.

13. Results of the study have been examined and incorporated into an analysis and included in Section IV (Interpretations of Findings).

CHAPTER IV

INTERPRETATIONS OF FINDINGS

Consistent with the design of this study, the investigator attempted to establish a specific basis for determining how self-studies are carried out by reviewing the responses to the instrument by community-junior colleges. Do general patterns exist in the way in which these processes are structured, led, funded, and otherwise conducted? What are the perceived motivations for these studies? What are the levels of participation by faculty, staff, board members, and students? What was the level of perceived satisfaction with the process? What was the level of perceived institutional improvement? Probable cause? What was the specific focus of the study (if any) and the primary rationale for same? What was the perceived motivation of the institution as it undertook the study? What was the perceived commitment of the leaders of the institution to productive self-study? What was the perceived degree of usefulness of the study to the institution? What was the perceived capacity of the institution to conduct institutional research and planning and the relationship with same to satisfaction with self-study process? All of these questions were pursued *via* the survey instrument. Facts and opinions concerning them were provided, in most cases, by the person who coordinated the self-study effort on each campus.

In the process of addressing both the major focus and sub-problem areas identified for the study, the researcher assembled a detailed description of the general institutional characteristics and relevant process characteristics of the self-studies employed (See Figure 1, page 28).

As indicated previously, the instrument was mailed to 52 community-junior colleges, selected for participation by the New England Association of Schools and Colleges, Inc. Each of the institutions selected had participated in the institutional self-study process at least twice (initial and reaffirmation). The response rate to the survey instrument was 83%. However, a handful of respondents (6) had indicated a reluctance to participate due, primarily for two reasons: (a) the institutions were moving towards the status of four-year degree granting institutions, and/or (b) the time since the most recent self-study was of such duration that the administration did not feel comfortable in participating due to personnel turnovers, or that the elapsed time precluded an appropriate response. After factoring the six non-participating institutions out of the respondent category, there remained a useable response rate of 71% or 37 institutions.

General institutional characteristics. The respondent group does not appear to be substantially different in institutional characteristics from the total universe of community-junior colleges in the New England region (See Table 1).

TABLE 1

COMPARISON OF SELECTED CHARACTERISTICS OF RESPONDENT GROUP WITH REGIONAL POPULATION

	REGIONAL (N = 80)	RESPONDENT GROUP (N = 37)
Sponsorship		
Public	66%	70.3%
Private	34%	29.7%
Size		
Fewer than 5,000 students	89%	94.6%
More than 5,000 students	11%	5.4%
Age		
Fewer than 10 years old	20%	13.5%
More than 10 years old	80%	86.5%

A much more detailed summary of institutional characteristics of the respondents appears in Table 2.

In general, regardless of the form or design of a self-study, the processes are coordinated by a group usually called the steering committee, and the executive functions for that group are arranged by its chairperson or by a self-study coordinator. The effort is usually assisted by the institution's administrative staff, particularly by officers with access to data or a special understanding of the issues under study. The primary energy is geared to special committee work each with a particular focus of study and usually

orchestrated by the self-study coordinator of sub-committee chairpersons. The following was found to be the way in which these committees were employed and describes the structure of the self-study processes.

TABLE 2

DETAILED SUMMARY OF GENERAL CHARACTERISTICS OF THE RESPONDENTS

N = 37

CHARACTERISTIC	FREQUENCY
Type of Accreditation Review	
5-year review	64.9%
10-year review	35.1%
Institutional Sponsorship	
Public	70.3%
Private, non-profit support	29.7%
Private proprietary	0.0%
Campus Structure	
Single campus institution	94.6%
One campus of multi-campus institution	5.4%
No campus (campus-free college)	0.0%
Degrees Offered	
Liberal Arts and Sciences only	5.6%
Predominantly liberal arts and sciences with some career offerings	25.0%
Predominantly career (including vocational technical) with some liberal arts and sciences	58.3%
Career (including vocational-technical) only	11.1%
Age	
New (less than five years old)	0.0%
5 - 10 years	13.5%
11 - 25 years	56.8%
More than 25 years	29.7%
Size	
Less than 1,000 students	40.5%
1,000 - 5,000 students	54.1%
5,000 - 15,000 students	5.4%
More than 15,000 students	0.0%

General characteristics of self-study process. As can be seen in Table 3, the majority of the institutions (63.9%) took between 9 to 12 months to complete the self-study process. It is interesting to note that 88.9% of the institutions who responded to the survey indicated the self-study took 6 to 12 months. This is inconsistent with the study conducted by Kells and Kirkwood (1979) which found that two-thirds of the institutions took 12 to 18 months to complete their self-study. Since the majority of these institutions were baccalaureate and graduate degree granting institutions, it is possible that institutional differences relating to degree level and size, etc., may be the causative factor. Further discussion on this point will take place later on.

The respondent institutions employed an average of 4 to 6 committees (mean value 5.2) in addition to the steering group, with 59% of the institutions using from 4 to 12 committees. Most of the institutions used an average committee size of 4 to 6 people (mean value 5.8) with 67.9% of the institutions employing the average size of 4 to 9 people. Of the respondent institutions, 24.3% employed no committees at all. This latter figure is significantly higher than the 5% figure cited by Kells and Kirkwood for their respondent group. Because of the unique characteristics of community-junior colleges, i.e., primary function of teaching, advising, and community services, and given budgetary restraints, the general perception is that

TABLE 3

DETAILED SUMMARY OF SELF-STUDY PROCESS EMPLOYED BY RESPONDENTS

N = 37

PROCESS CHARACTERISTIC	FREQUENCY (%)*
Length of Self-Study Process	
6 mo.	25.0%
9 mo.	30.6%
12 mo.	33.3%
15 mo.	8.3%
18 mo.	0.0%
21 mo.	0.0%
24 mo.	2.8%
More than 24 mo.	0.0%
Cost of Process	
No idea	27.0%
0 - 2500	40.5%
2501 - 5000	21.6%
5001 - 7500	5.4%
7501 - 10,000	2.7%
10,001 - 12,500	2.7%
Number of Committees Utilized for Self-Study in Addition to Steering Committee	
None	24.3%
1 - 3	13.5%
4 - 6	24.3%
7 - 9	18.9%
10 - 12	16.2%
13 - 15	0.0%
More than 15	2.7%
Average Size of Committees	
1 - 3 people	21.4%
4 - 6 people	42.9%
7 - 9 people	25.0%
10 - 12 people	10.7%
13 - 15 people	0.0%
Over 15 people	0.0%

* Percentage of Respondent Institutions

these institutions are hard put to allocate more personnel to the self-study effort regardless of its perceived importance. However, it would appear that once having made the commitment to involve study committees, the respondent institutions in this study did so at a higher level than that reported by Kells and Kirkwood for the Middle States region.

The extent of the effort as indicated by these data is not matched by a correspondingly large direct expenditure of funds to support the self-study process. Of the respondent institutions, 40.5% spent less than $2,500 in direct out-of-pocket expenditures and a total of 62.1% spent less than $5,000 on these lengthy, participatory processes. Clearly, these costs do not include a complete accounting of the time spent by the participants but rather their own estimates of same. Yet, the direct expenditures of funds is small compared to the apparent commitment in terms of time and effort. Kells and Kirkwood (1979), when reviewing comparable results in their study reflected that, "It could be argued that self-study projects are a bargain. On the other hand, one could wonder about the apparent limited funding of a large, potentially, useful high priority project. The possibilities of benefiting from systematic analysis of collected data from students, faculty members, alumni, records and the like--a costly process--would seem to indicate large expenditures." This was not found to be the case in either the Middle States or New England regions for the period of 1971-1979.

Participation levels. The levels of participation achieved in the self-study process of the respondent institution are presented in Table 4. It appears that there does exist a practical limit of 75 persons involved in self-study activities for the respondent institutions. This figure may be deceiving, however, when one notes that better than a third (37.8%) of the respondent institutions involved a total of 0 to 25 persons in their institutional self-study. Given the fact that over half of the respondent institutions (54.7%) were in the 1,000 to 5,000 student range, it is rather surprising to note the degree of involvement on the part of the total staff. The previous figures cited for the numbers of committees employed in the self-study process (average of 4 to 6 committees) provided additional assurances. It is interesting to note that 59.5% of the respondent institutions listed as a major strength of the self-study process the fact that "active participation by desired people was achieved." For further details see Table 13.

Regarding the proportionate participation levels by type of group in the academic community, one is surprised by the rather high degree of participation in the self-study process by faculty and administrative staff. Of the respondent institutions, 61.1% indicated that more than half of their college faculty were involved in the self-study activities. For administrative staff, 41.7% of the institutions indicated that more than half of this total constituent group was involved.

TABLE 4

DETAILED SUMMARY OF PARTICIPATION LEVELS

OF RESPONDENT INSTITUTIONS FOR SELF-STUDY PROCESSES

N=37

	FREQUENCY (%)*		
Total Number of Persons included in Self-Study Process Committees, Specific Assignments, etc.			
0 - 25	37.8%	101 - 125	2.7%
26 - 50	27.0%	126 - 150	0.0%
51 - 75	21.6%	151 - 175	0.0%
76 - 100	10.8%	176 - 200	0.0%
		More than 200	0.0%
Percentage of Total Constituent Group Which the Number Above Represents, by Group.			
Example: What % of the total faculty (full-time and part-time) did the faculty members in the above group represent?			
Faculty			
1 - 5%	5.6%	21 - 30%	5.6%
6 - 10%	2.8%	31 - 40%	11.1%
11 - 15%	2.8%	41 - 50%	8.3%
16 - 20%	2.8%	More than 50%	61.1%
Administrators			
1 - 5%	2.8%	21 - 30%	13.9%
6 - 10%	19.4%	31 - 40%	2.8%
11 - 15%	5.6%	41 - 50%	8.3%
16 - 20%	5.6%	More than 50%	41.7%
Students			
- 0%	33.3%	1.51 - 2%	3.0%
0. 1 - 0.5%	24.2%	2.1 - 3%	0.0%
0.51 - 1.0%	9.1%	3.1 - 4%	0.0%
1.1 - 1.5%	15.2%	4.1 - 5%	0.0%
		More than 5 %	15.2%
Board Members			
0%	76.5%	31 - 40%	0.0%
1 - 10%	20.6%	41 - 50%	0.0%
11 - 20%	2.9%	More than 50%	0.0%
21 - 30%	0.0%		

*Percentage of Respondent Institutions

The average respondent institution had 41 to 50% of the total faculty (mean value 41%) and 31 to 40% of their total administratives staff (mean value 31.4%) involved with the self-study process.

When compared to the study conducted by Kells and Kirkwood (1979), it would appear that the level of student and Board member involvement is significantly lower in the New England region. Of the respondent institutions, 33% indicated that no student involvement occurred compared to the 9% figure cited by Kells and Kirkwood. Likewise, 76.5% in New England compared to 48% of the respondent institutions in the Middle States region indicated that no Board members were involved with self-study activity. In the former case, it should be noted that 48.5% of the respondents indicated that anywhere from .1 to 1.5% of the total student body was involved with the self-study process. Given the often cited unique characteristics of the community college student population, i.e., low-income, and a significantly high proportion being employed part-time, it would appear that the respondent institutions are doing well to involve these numbers of students (albeit limited) in self-study activities. In regard to Board member involvement, it is disheartening to note that a significant majority of the respondent institutions did not involve Board members from the community at all. Given the community orientation that has characterized these institutions, coupled

with today's financial and other related problems, it appears to be not only shortsighted but also inconsistent with their basic institutional mission.

Steering Committee. Kells and Kirkwood (1979) have indicated that the structural organizations used in self-studies are very important process dimensions. Central to the total process is a steering committee which designs and organizes the study in light of institutional circumstances, is usually active in selecting the workgroups and their members, and coordinates the ongoing activities. The steering committee is usually the key body in interpreting the results of the studies and deliberations, as well as in the formulation of recommendations for institutional change and improvement, the latter being the major outcome of an effective self-study process.

Table 5 provides detailed information on steering committee composition for the respondent institutions. The average respondent institution used a steering group of 7 to 9 people (mean value 7.4), and 70.2% of the institutions had steering groups with 4 to 9 members. The average institution had a steering group membership composition of about 34% for administrators, about 54% for faculty and about 4% for students. Trustees, local community members, and alumni were almost negligibly involved. These data are consistent with the data reported by Kells and Kirkwood (1979), although the student level of participation is less (4% in this study compared to 10% in the Middle States region). The profile of membership

TABLE 5

COMPOSITION OF STEERING COMMITTEES

INSTITUTIONAL SELF-STUDY PROCESS (N = 37)

DESCRIPTORS	FREQUENCY (%)*		
Size of Steering Committee			
3 or less people	5.4%	10 - 12 people	18.9%
4 - 6 people	40.5%	13 - 15 people	5.4%
7 - 9 people	29.7%	More than 15 people	0.0%
		Not appropriate	0.0%
Composition of Steering Committee (approximate %)			
Administrators			
0%	5.4%	41 - 50%	16.2%
1 - 10%	18.9%	51 - 60%	10.8%
11 - 20%	10.8%	61 - 70%	2.7%
21 - 30%	16.2%	71 - 80%	0.0%
31 - 40%	8.1%	81 - 90%	5.4%
		91 - 100%	5.4%
Faculty Members			
0%	0.0%	41 - 50%	13.5%
1 - 10%	10.8%	51 - 60%	5.4%
11 - 20%	5.4%	61 - 70%	13.5%
21 - 30%	2.7%	71 - 80%	16.21%
31 - 40%	16.2%	81 - 90%	8.1%
		91 - 100%	8.1%
Students			
0%	38.7%	21 - 30%	0.0%
1 - 10%	48.4%	31 - 40%	0.0%
11 - 20%	12.9%	41 - 50%	0.0%
Board Members			
0%	82.8%	21 - 30%	3.4%
1 - 10%	10.3%	31 - 40%	0.0%
11 - 20%	3.4%	41 - 50%	0.0%
Community			
0%	92.9%	21 - 30%	0.0%
1 - 10%	7.1%	31 - 40%	0.0%
11 - 20%	0.0%	41 - 50%	0.0%
Alumni			
0%	90.0%	21 - 30%	0.0%
1 - 10%	6.7%	31 - 40%	0.0%
11 - 20%	3.3%	41 - 50%	0.0%

* Percentage of Respondent Institutions

included administrators up to a level of 80% of the steering group composition. Faculty membership was spread through the range all the way to 91 to 100%, and reported student, trustee, community, and alumni membership only to the 30%, 10%, and 20% levels, respectively.

Primary motivation and leadership commitment. A problem area addressed by this study was the level of perceived motivation and the perceived commitment to the self-study process of the top managers and other institutional leaders. These two variables are key aspects of any administrative action and of the management process itself. The instrument attempted to gather information on these items. Table 6 provides a detailed analysis of the major responses to these areas of concern.

About 35% of the respondent institutions indicated that their primary motivation was External ("Commission requested it") as opposed to just over 48% who cited Internal factors as being the major motivating factor. In other words, the institution had undertaken the effort to accommodate its own need for internal review. When asked about what the major feelings were of those who were actively involved in the self-study process concerning the reasons for conducting it, the respondent institutions cited two external factors ("NEASC demands it" and "To get ready for evaluation") with equal intensity (48.6%), and internal factors at a level of 40.4%. The figures do not total 100% because the respondents could and in

TABLE 6

DETAILED ANALYSIS OF PRIMARY MOTIVATION AND LEADERSHIP COMMITMENT OF RESPONDENT INSTITUTIONS TO INSTITUTIONAL SELF-STUDY PROCESS

(N = 37)

FACTOR	FREQUENCY (%)
Motivation	
- Eternal (Commission requested it)	35.13%
- Internal (Institution preferred a thorough review at the time)	37.83%
- Internal (Too long since major review conducted)	10.8 %
Leadership Commitment	
(When listed as a strength)	
- Great commitment to conduct study for institutional improvement	43.2 %
- Strong, appropriate support and leadership provided at the top of the institution	51.4%
Major feeling(s) of those actively involved in the self-study process concerning the reason(s) for conducting it.	
- "We have to do it; NEASC demands it"	48.6%
- "We have to get ready for evaluation"	48.6%
- We should do this for our own purposes (improvement, change, etc.)	40.4%

some cases did indicate more than one of the major motivations.

These results appear to be significantly different than the results reported by Kells and Kirkwood, which indicated that 70% of the respondents to their study indicated that the perceived motivation for the study was internal and improvement-oriented. This factor is addressed later in the study.

The extent of top leadership commitment was explored in questions selected to identify perceived major strengths and weaknesses of the process. About 51% of the respondent institutions listed high commitment of the institution's leaders as a strength, while 8% listed the absence of such leadership as a major weakness. A significant difference in this regard was reported by Kells and Kirkwood (1979) in their study. In the Middle States region, 70% of the respondent institutions cited strong and appropriate leadership as a major strength, while approximately 10% cited the absence of same as a major weakness. Further, Kells and Kirkwood showed that the responses on motivation and those regarding the commitment of the top leadership were "most significantly" related to perceived satisfaction. In this study, the researcher found these same variables <u>not</u> to be significantly related with <u>any</u> satisfaction measures. A discussion of these findings follows later in the study.

<u>Forms of the self-study</u>. Kells (1972) pointed out that because of varying institutional circumstances, and especially

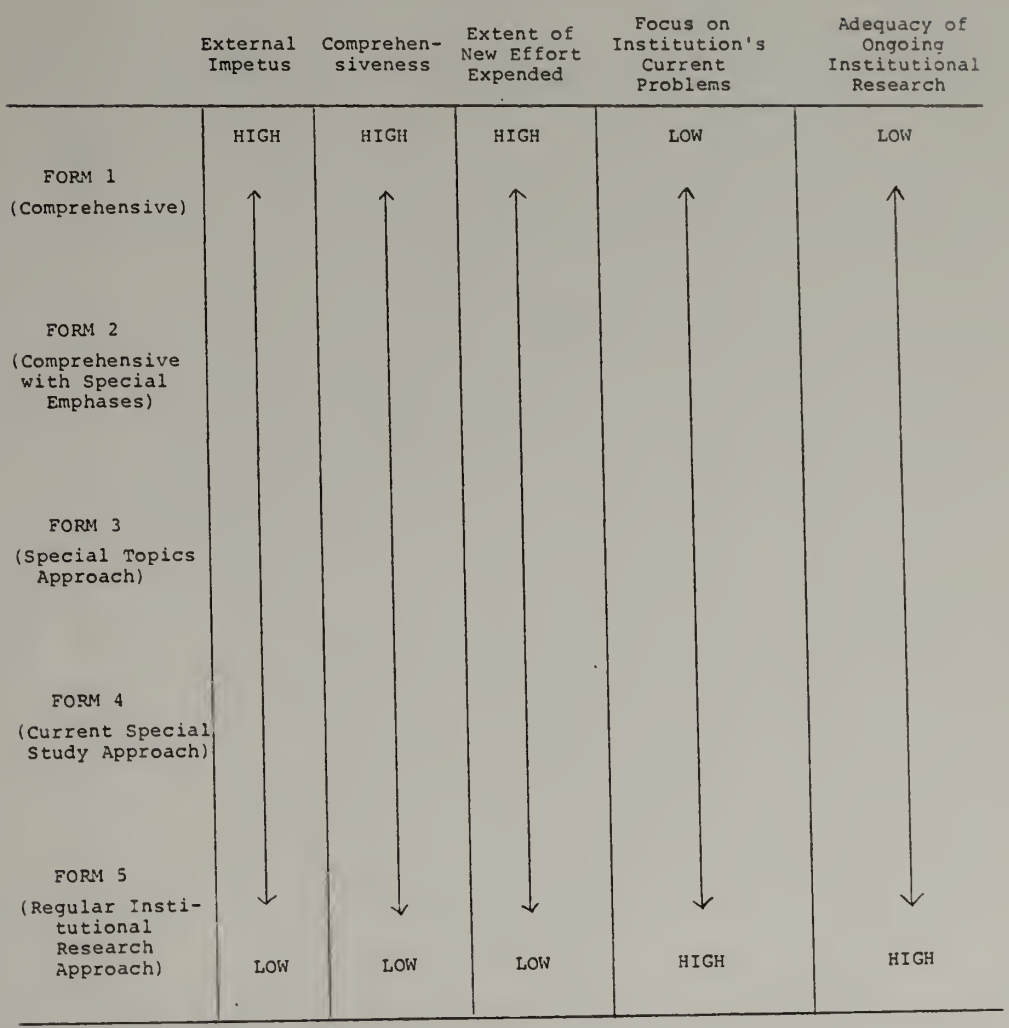
because the capacity of a particular institution to sustain a significant and systematic level of institutional research may be far greater or far less than that of another institution, self-study approaches should be designed to accommodate these factors. This was indeed the principal rationale utilized by both the Middle States Association and the New England Association in adopting five general approaches to institutional self-study (see Chapter I). They did so in an effort to facilitate more effective self-studies in response to different institutional needs, circumstances, and capacities.

In Figure B, the attributes of the forms are presented, and each form is placed on spectra of high or low extent of comprehensiveness, external impetus, new effort expended, relative focus on the current problems of the institution, and apparent adequacy of ongoing institutional research. As indicated earlier, the profile of use of the various forms is a good general indicator of the capacity of the institution to carry on continuous institutional research. When asked to present general evidence of strengths, weaknesses, goal achievement and the like, those with strong, active research capacities chose a less comprehensive form to focus on areas not recently studied. Those with small or virtually non-existent or non-active capacities find it necessary to undertake more comprehensive studies.

The profile of forms selected by respondent institutions is provided in Table 7.

FIGURE B

ATTRIBUTES OF THE FORMS OF SELF-STUDY PROCESSES*



*Kells and Kirkwood, 1979.

TABLE 7

DETAILED ANALYSIS OF FORMS SELECTED FOR INSTITUTIONAL SELF-STUDY PROCESS (N = 37)

GENERAL FORM	FREQUENCY (%)
Comprehensive	86.5%
Comprehensive but with One or More Special Emphases	5.4%
Selected Topics	8.1%
Current Special Study Approach	0.0%
Regular Institutional Research Approach	0.0%

It should be noted that 50% of the respondent institutions did not know that various options for self-study were available. This fact notwithstanding, the data strongly suggest that very few of the institutions were able to call upon the results of an ongoing, active, broadly based institutional research capacity to respond to basic questions about program functioning, goal achievement, educational effectiveness, strengths and weaknesses of processes, and the like. In short, they didn't have a choice; they had to study comprehensively.

This finding is reinforced by the apparent lack of effort and support for the planning and research function within the institutions themselves. Table 8 provides specific information regarding percent of time allocated to this functional area by the respondent institutions. Of the respondent institutions, 78.4% indicated that they did not employ a full-time staff person to carry out this function. Further, almost 57% of those who did employ a full-time planning and research staff member allocated less than 10% of staff time to this function. Forty percent indicated an allocation of 11 to 30% and 3% devoted from 51 to 60% of staff time. It is also disheartening to note that 50% of the respondent institutions indicated that the planning/research staff member was either not extensively involved or not involved at all in the self-study process of their institutions.

Kells and Kirkwood (1979) in their original study on 208 institutions of higher education in the Middle States region

TABLE 8

DETAILED SUMMARY OF PLANNING/RESEARCH

CAPACITY LEVEL OF RESPONDENT

	FREQUENCY (%)
Employ Full-Time Staff	
Yes	21.6%
No	78.4%
If not, Percentage of Staff Time Allocated to Function	
0%	10.0%
1 - 10%	46.7%
11 - 20%	23.3%
21 - 30%	16.7%
31 - 40%	0.0%
41 - 50%	0.0%
51 - 60%	3.3%
61 - 100%	0.0%
Degree of Involvement in Self-Study Process	
Very involved	34.4%
Involved	15.6%
Not very involved	25.0%
Not involved at all	25.0%

indicated that associate degree granting institutions were disproportionately represented among those institutions which had utilized the selected topic approach to institutional self-study. Although not stated conclusively, the researchers implied that the planning/research capacities of these institutions were at such a level that they were able to participate and utilize these functions appropriately. This is certainly not the case for a significant number of institutions in the New England region. Table 9 indicates that a good proportion, almost 73%, do not believe that there is a strong relationship between the planning and research function and satisfactory completion of the self-study process. However and of special significance to this study was the fact that, despite what seems to be evidence to the contrary, a significant statistical relationship was established between participation in non-traditional forms of institutional self-study and the availability of full-time planning and research capability. Those few institutions that did employ a full-time staff member in this area were more likely to participate in non-traditional forms of self-study where greater emphasis is placed on the availability of current and active institutional research (significant at the .05 level, Chi Square value 5.02).

In order to see how choice of form and planning/research capacity varied across the range of institutional characteristics, statistical associations were examined. Aside from the previously stated relationship between choice of form and

TABLE 9

PERCEIVED RELATIONSHIP BETWEEN INSTITUTIONAL PLANNING/RESEARCH AND SATISFACTORY COMPLETION SELF-STUDY PROCESS (N = 37)

	FREQUENCY (%)
Very Strongly Related	27.3%
Related	27.3%
Not Very Related	36.4%
Not Related at All	9.1%

full-time planning capacity, choice of form appears to be statistically unrelated to all of the institutional characteristics, as well as, all other factors associated with planning and research. The only exception was in relationship to institutional size. Smaller institutions are less likely to utilize non-traditional forms of self-study, presumably because of their lack of capabilities within the function areas of planning and research (significant at .05, Chi Square value of 3.9).

Of special significance to this study is the fact that choice of form, i.e., traditional (comprehensive) or non-traditional (all other options), is not significantly related to:

- percent of time allocated to the planning/research function when no full-time person is employed in this area;
- the degree of involvement in the self-study process by the planning/research staff member; and
- factors related to the perception that there is a relationship between planning and research capacity and satisfactory completion of the process.

Correspondingly, factors associated with planning and research capacity, involvement with the self-study process, and the perceived relationship to satisfactory completion were examined in light of all institutional characteristics of the respondent institutions. Significant relationships were limited to the following:

- Size and full-time planning/research capacity. Institutions with 1,000 or more students are more apt to employ full-time staff in these functional areas (significance established at .05 level, Chi Square value 6.959).
- Age and percent of time allocated to these functions. Older institutions (11 years or more) are more apt to allocate a percentage of time (albeit limited) to these areas than younger institutions (significance established at .05 level, Chi Square value 6.72).

It is apparent that for those institutions which are larger (1,000 to 5,000 students), and older (11 years or more), they are more likely to allocate time to the functional areas of planning and research. To the extent that the level of commitment is full-time, the more likely these institutions are to exercise the option of engaging in non-traditional forms of self-study.

Special FOCI of study and use of outcome studies. Of special concern to this study was an examination of the specific areas that were studied in the institutional self-studies of the respondent institutions. The emphasis is not the what as opposed to the how and is of particular interest because it permits one to examine the order of priority of study in light of current conditions in American higher education, as well as the extent of interest in the use of outcome studies,

that is, how well the goals of the institution are being achieved. Information concerning the specific areas studied is presented in Table 10. It is interesting to note that when given the opportunity to concentrate on high priority areas, institutions showed the greatest preference for financial problems, curriculum or program review, student services, and finally, governance. This is generally consistent with the Kells and Kirkwood study, with the exception of the area of finances. In that study, the category of "financial problems" was listed in the low to middle range of respondents--clearly not a high priority item.

The targeted areas of specific outcomes studies appear to be in line with the general view of institutional priorities associated with the community-junior college sector. It is somewhat surprising, but heartening, to note the attention being given to better serving students, as evidenced by the emphasis placed on follow-up studies, basic skills, attrition and retention studies, and opinions about programs and services for students. In view of the rather limited response to factors associated with planning/research capabilities, it would be interesting to determine how these studies are all being conducted and by whom.

Satisfaction with self-study process. A specific intent of this study was to determine the level of perceived satisfaction with the process and the perceived degree of usefulness

TABLE 10

DETAILED ANALYSIS OF SPECIAL FOCI STUDIED AND FREQUENCY OF OUTCOMES STUDIES IN INSTITUTIONAL SELF-STUDIES (N=37)

In self-studies which utilized a "comprehensive with special emphases" approach, a "selected topics" approach, or a "current special study" approach, the following areas, problems were studied in depth.

	(%)*
Financial problems	16.2%
Governance or some aspect of it	10.8%
Institutional research studies	5.4%
Goals/outcomes/effectiveness studies	5.4%
Curriculum or program review	13.5%
Student services (or some aspect thereof)	13.5%
Enrollment/admissions problem	8.1%
Remedial developmental education	8.1%
General education-career education relationship	13.5%
The organization of the institution	10.8%
Fund raising/financial development	8.1%
Faculty development	10.8%
The library/learning resources	8.1%
Long-range planning	10.8%
Other	10.8%

Specific outcomes studies attempted: (either through the self-study or through a thorough examination of the results of recent studies conducted under other auspices).

Alumni	
- follow-up studies	59.5%
- college records regarding placement	54.1%
Attrition and retention studies	67.6%
Student Development	
- basic skill abilities	45.9%
- higher order cognitive skills (critical thinking, evaluation, etc.)	8.1%
- discipline subject matter exams (knowledge)	13.5%
- vocational/career skill tests	16.2%
- studies of personal development, values, etc.	13.5%
Opinions of students about program or services	51.4%
Other	2.7%

* Per Cent of Respondent Institutions

of the study to the institution and to the visiting team which followed the study. Table 11 presents the results of four of the items. It appears as though staff members who had been very closely involved with designing, coordinating and carrying out the self-studies were moderately enthusiastic about the benefits which resulted. The level of satisfaction was very consistent with the levels reported by Kells and Kirkwood (1979), and greater than those reported by Romaine (1975) in his study of some entire accreditation processes. The perception about how aware and positively inclined most of the general groups in the academic community were about the self-study processes varied from about 87% for administrators to about 14% for students.

Specific areas where respondents had indicated improvement occurred and the extent to which the self-study was the causative factor are identified in Table 12. It is interesting to note that the three major areas cited for improvement primarily as a result of the self-study process were:

- Better planning processes (33.3%)
- Academic programs (31.3%)
- Determination of priorities (30.0%)

Keeping in mind the rather limited response reflecting the degree of current involvement in planning/research efforts and the apparent degree to which respondents did not feel that these two functions were related to satisfactory participation

TABLE 11

GENERAL SATISFACTION MEASURES FOR INSTITUTIONAL SELF-STUDY PROCESSES (N= 37)

	(%)*
In light of institution's reasons for choosing self-study format, it was a good choice:	
Generally, yes	80.6%
Qualified, yes	16.7%
Generally, no	0.0%
Definitely, no	2.8%
The self-study process resulted in real improvement at the institution:	
Definitely, yes	44.4%
Probably, yes	41.7%
Probably, no	11.1%
Definitely, no	2.8%
Most of the people actively involved in the self-study thought it was:	
Very useful	22.2%
Useful	75.0%
Not very useful	2.8%
Not useful at all	0.0%

Regarding the Self-Study Process, most people on campus . . .

	Were really aware of it.	Were aware but had no opinion for lack of information.	Were aware of it and thought it to be useful.	Were aware of it but thought it neither useful nor harmful	Were aware of it but thought it harmful.
	%	%	%	%	%
Most Board Members	29.7	8.1	54.1	5.4	2.7
Most Administrators	0.0	0.0	86.5	10.8	2.7
Most Faculty Members	2.7	2.7	59.5	32.4	2.7
Most Students	48.6	10.8	13.5	24.3	2.7

* Percentage of Respondent Institutions

TABLE 12

DETAILED ANALYSIS OF SPECIFIC AREAS WHERE IMPROVEMENT OCCURRED AND THE EXTENT THE SELF-STUDY PROCESS WAS THE CAUSATIVE FACTOR (N = 37)

Specific Areas of Institutional Improvement	Improvement came primarily from the self-study	Improvement caused equally by self-study and team visit	Improvement came primarily from team visit	No Improvement or improvement not caused by self-study at all
Academic Programs	31.3%	40.6%	0.0%	28.1%
Functioning of the Board ...	3.8%	3.8%	11.5%	80.8%
Determination of Priorities	30.0%	36.7%	3.3%	30.0%
Governance/Organization	22.2%	29.6%	11.1%	37.0%
Funding levels from sponsors	8.0%	8.0%	0.0%	84.0%
Better policies	28.6%	35.7%	3.6%	32.1%
Better procedures	26.7%	50.0%	3.3%	20.0%
Better planning processes ..	33.3%	25.9%	3.7%	37.0%
Better institutional research	7.7%	11.8%	3.8%	76.9%
Student services	17.6%	32.1%	10.7%	39.3%
Faculty/staff development ..	27.6%	27.6%	6.9%	37.9%
Reallocation of resources ..	15.4%	11.5%	0.0%	73.1%
Library/learning resources .	17.2%	31.0%	3.4%	48.3%
Average response	20.72%	26.48%	4.71%	48.03%

in self-study, the responses to these items appear to be inconsistent. It is also important to note that the response scales are definitely weighted towards the end reflecting "no improvement or that improvement was not caused by self-study process at all". The average rate of response by the participating institutions indicating no improvement was 48.03% compared to a rate of response of 20.72% for those institutions who thought that improvement came primarily from the self-study conducted. It is clear that when asked in general terms whether the self-study process resulted in real improvement, a significantly higher response was provided than when asked within the context of specific activities of the college. Given the fact that most of the respondent institutions (86.5%) had conducted the more traditional form of institutional self-study (comprehensive) it is very likely that one of the major outcomes of this approach is that participants are less likely to see real improvement in specific areas of the college.

Data concerning the perceived major strengths and weaknesses of the self-study processes are provided in Table 13.

When all of the institutional characteristics (including items related to planning and research capacity), selected process characteristics and perceived major strengths and weaknesses were examined in light of three of the major satisfaction measures--whether the self-study format selected was a good choice, whether any real improvement occurred and

TABLE 13

DETAILED DESCRIPTION OF PERCEIVED MAJOR STRENGTHS AND WEAKNESSES OF INSTITUTIONAL SELF-STUDY PROCESSES

(N = 37)

	FREQUENCY (%)*
Major Strengths of the Self-Study Process	
Great commitment to conduct study for institutional improvement	43.2%
Strong, appropriate support and leadership provided at the top of the institution	51.4%
Active participation by desired people was achieved	59.5%
Goals were re-examined and/or clarified	64.9%
Action to solve problems was initiated	56.8%
Improvement occurred in one or more major areas	56.8%
Morale and awareness were enhanced on campus	40.5%
Other (specify) _____	2.7%
Major Weaknesses and/or Disappointments of the Self-Study process:	
Broad commitment to conduct the study for institutional purposes was missing	10.8%
Support and leadership from the top were absent or weak	8.1%
Adequate amount of participation never really achieved	18.9%
Representative participation not achieved	8.1%
Concensus on problems never achieved	10.8%
Problem solving not initiated	18.9%
Little improvement ever resulted	13.5%
No real effort to study educational outcomes	24.3%
Increased morale and institutional awareness not achieved	37.8%
No relationship of self-study to planning for the future	13.5%
Other (specify) _____	5.4%

* Percent of Respondent Institutions

whether those people actively involved in the process felt it to be useful--the only factors which were shown to be significantly associated were as follow:

- Size and real improvement - the larger the institution (larger than 1,000) the more likely they were to feel that real improvement had occurred (significance established at .05 level, Chi Square value 9.915);
- Active participation by desired people - (when listed as a major strength) and Real Improvement - the higher level of perception that the institution had successfully involved constituent groups in the process of institutional self-study, the more likely they were to perceive that real improvement had occurred (significance established at .05 level, Chi Square value 4.13);
- Structure (single campus versus multi-campus) and People actively involved thought the process to be useful - Campuses with single campus structure were more likely to have constituent groups involved with the process who perceive it to be generally useful (significance established at .05 level, Chi Square value 17.49). Since 94.6% of the respondent institutions had single campus structures, this is not surprising.

Although not statistically associated, the factor associated with full-time planning capacity was closely related to those respondents who viewed real improvement taking place as a result of the self-study (Chi Square value 3.6). No other

factors seemed to be substantively or statistically significant. Kells and Kirkwood (1979) in their study found that no institutional variables were found to be significant. Only perceived primary motivation (with internal improvement-oriented motivation being positively associated with satisfaction and vice versa), perceived commitment of top leaders at the institution (similarly associated) and satisfaction with the choice of self-study form in light of institutional circumstances were significantly associated with perceived satisfaction. When listed as a strength of the process, as in the case of this current study, high participation levels on campus were found to be significantly associated with perceived satisfaction. The factor found to be most consistently associated with other satisfaction measures, process characteristics and planning/research capacity was institutional size, although this was not found to be the case in the Kells and Kirkwood study. Caution is urged against assuming or attaching much relevance to this since the institutions participating in their study showed a greater diversity in institutional size than the current study. Of the respondent institutions in the New England region, 40.5% had enrollments of less than 1,000 students and 54.1% had enrollment levels between 1,000 to 5,000. This is generally characteristic of community colleges nationally. Since the Kells and Kirkwood study was concerned with all sectors of higher education

within the Middle States region it would be expected that a greater degree of institutional diversity would exist among their respondents than those of this study.

Of special significance to this study, and specifically to the hypothesis being tested, was the fact that choice of form was not found to be significantly associated with the perceived satisfaction of those actively involved with the self-study process, the perception that the selection of form was a good choice, and finally, the degree to which real improvement was perceived to have resulted from the self-study process.

C H A P T E R V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major purpose of this inquiry has been to study the relationship of selected institutional practices to the level of satisfaction and internal usefulness of the accreditation self-study process among a select group of community-junior colleges within the New England region. Specific attention was given to the extent and sophistication of institutional research and planning as ongoing processes. Selected problem areas identified for additional analysis included perceived level of institutional improvement and cause, specific focus of the self-studies conducted, perceived motivation, and perceived commitment of the leaders of the institution to productive self-study.

The study was an extension of the study previously conducted by Kells and Kirkwood (1979) in the Middle States region. That study included in its sample all segments of higher education. Among other conclusions, it pointed out that associate-degree-granting institutions were disproportionately represented among those institutions sampled and had selected an alternative form of institutional self-study which places great emphasis on the capacity of the institution to conduct a systematic, ongoing program of institutional research and planning. This researcher believed that these

issues required further examination, given the fact that limited attention had been devoted to them and in view of evidence characterizing the community-junior college sector as not being fully developed in regard to the research and planning functions.

Fifty-two community-junior colleges out of a total of 80 within the New England region were selected to participate. To be eligible to participate institutions had to have experienced accreditation review for reaffirmation purposes at least once. The study was endorsed by both the New England Association of Schools and Colleges (Commission on Institutions of Higher Education) and the New England Junior College Council. The instrument utilized for the study was that used in the Kells-Kirkwood study, with appropriate modifications made to reflect the specifically targeted group of two-year institutions. The usuable response rate to the instrument was 71% or 37 institutions.

The major findings of the study reflected a significant lack of involvement in non-traditional forms of institutional self-study by community-junior colleges within the New England region. These same institutions have a very low capacity, if not interest, in carrying out the institutional research and planning functions of the college. Despite very strong evidence provided by those knowledgeable about the relationship of planning and research to the self-study

process, and in fact to managing the institution, in general, practitioners within the two-year college sector do not share this view, nor are they sensitive to the nature of the interdependent relationship.

Specific findings from this retrospective analysis of a sample of institutional self-study processes suggests the following:

1. Continuous, broadly conceived, fairly complete programs of institutional research and self-study are still not widely present in community-junior colleges. The planning/research function within community-junior colleges is still not well developed and in most cases not functioning at all. The majority of the institutions who responded to this study indicated that they employed no full-time staff and devoted less than 30% of any one staff member's time to the function.
2. The institutional planning and research functions are not seen by two-year institutions as critical to the self-study process. The majority of institutions who responded did not see that there was a strong relationship between the planning-research function and satisfactory completion on the self-study process.

3. Institutions that do employ a full-time staff member usually are more pleased with the results, the degree of involvement of staff, and are more able to perceive that improvement has occurred in specific areas of the college.
4. The profile of use of self-study forms is a good indicator of the capacity of institutions to carry on continuous institutional research. Those with small or virtually non-existent capacities find it necessary to undertake more comprehensive self-studies. For those institutions that do employ full-time planning/research staff, the likelihood that they would participate in other than comprehensive self-studies and be more satisfied with the process appears to be very positive.
5. Selection of the form of self-study is related to the degree of satisfaction with the self-study process, and the perception that real improvement has occurred in specific areas of the college. Institutions that select the comprehensive self-study format are apt to be only moderarely satisfied and will see little or no improvement in specific areas of the college that can be directly attributed to the self-study itself. The converse is true for other-than comprehensive formats.

6. Participants in self-study are primarily motivated by internal factors rather than external factors. Respondent institutions within the New England region were considerably less motivated by internal factors than those in the Middle States region study conducted by Kells and Kirkwood. Participants also cited a lower level of "strong and appropriate leadership" as being a major factor and/or strength of the self-study process in this study than in the Middle States region.
7. Two-year institutions within the New England region devote considerably less time to the self-study process and involve fewer people than in other regions of the country. A significant minority--almost 25%--involved no study committees at all in the self-study process. This is despite rather strong statistical evidence that the active participation of constituent groups in the self-study process is positively associated with general satisfaction and listed as the major strength of the process by those that did involve others.
8. With the exception of the already stated relationship which exists between full-time planning/research capacity and selection of self-study form, no other factor related to planning/research appears to be significantly associated with selection of form.

Major conclusions. The primary conslusion that can be made from these specific findings is that an institution's ability to benefit from institutional self-study is directly related to their commitment to the planning and institutional research functions within their operation. The greater the commitment, as reflected by percent of staff time allocated to these functions, the more likely they are to participate in alternative modes of institutional self-study, be more pleased with the results, and more able to perceive that real institutional improvement has occurred in specific areas of the college.

Further, the findings suggest that regional associations, and graduate education programs must provide more direct leadership, if not involvement, in establishing the proper institutional climate to foster the development of effective self-study procedures and short-and-long-range planning activity within institutions. A more detailed discussion of these findings follows.

Some implications for regional associations practitioners and the profession. Regional associations, charged with the responsibility for conducting periodic review of institutions for the purposes of maintaining and enhancing both quality and diversity of higher education must improve their services to institutions, particularly the community-junior college sector. Much has been assumed about these colleges

as regards their structure, responsiveness, and commitment to provide a wide spectrum of educational services that will present significant problems in the future. Their enrollment growth and proliferation of programs have been due largely to their proximity and availability to local constituents, rather than sound planning and institutional research. In fact, not much appreciation is shown for these two functions at all.

As we move more directly into what the Carnegie Commission refers to as the "demographic depression," the pressures will also be felt by the community college to continue to accommodate new market demands in the face of diminishing financial resources and closer scrutiny by state and legislative officials. In view of this dilema, regional associations must place greater emphasis on the accreditation process and encourage the active and ongoing review of educational outcomes within the context of the stated mission and goals of these institutions. As Bowen (1979) indicates:

> There have been few systematic ongoing efforts to assess outcomes, and certainly few cases where the study of outcomes have been linked with management. Such studies are urgently needed if institutions are to have better information for management and accountability, and if the profession is to learn more about the consequences of alternative procedures and methods. Without such knowledge, institutions are destined merely to follow tradition, or to do what is expedient in light of prevailing pressures of the market and of politics or to be vulnerable to every fad that sweeps through the education community, or to manage by intuition, or to do some of all four.

Given the fact that, at least in the Northeast region, community-junior colleges devote less time to self-study, spend few dollars, and neither employ planning/research staff, nor appreciate the value of these same functions within the context of ongoing institutional self-study, greater emphasis must be placed by the associations on the proper design of the self-study process. These designs must take into consideration particular circumstances and needs of specific institutions. The new approaches to self-study go a long way toward satisfying this need, but the majority of the institutions do not know that these options exist. Periodic and regional workshops for not only potential visiting team members and chairpersons, but also for steering committee members and institutional leaders, would seem to be essential.

For practitioners, and more specifically, institutional leaders, the issue is one of survival. Despite the fact that many indicate, most particularly the recent Carnegie Study that the community-junior college sector is not in great danger of the same problems faced over the next 20 years by other sectors of higher education, that perception is not shared by this author and by other community college practitioners. Given the era of diminishing resources, the dependence on student revenues as a proportion of total budget, coupled with local and state "tax issues," the

community-junior colleges are apt to be the first to feel the pinch, because of their proximity to the heart of their respective communities. The need to demonstrate what we do, how well we do it, for whom, and with what results is pronounced. The cornerstone of appropriate and high quality responsiveness to needs and market demands is an ongoing planning and research capacity. It is crucial to exercise these functions, if we hope to be able to continue to serve the needs of our constituents. The future patterns of consumer activity in higher education will be consistent with the concept of entry and re-entry. People will be defining for themselves the critical points of both in terms of available opportunities with an unprecedented degree of freedom. The challenge to our institutions is to accommodate this cycle in a manner that is cost-effective, high quality, and maintains our institutional integrity. It can be done, but without knowing or establishing an appropriate information base so that informed decisions can be made, we will lose our dynamism and flexibility and become the focus of dissatisfied expectations.

For the professional peer, a very thorough review of current practices within the programs designed to educate practitioners is required. Are we emphasizing the role of institutional research and planning too little in our graduate programs? What role should we play in the education

of practitioners to planning, management, and evaluation systems in higher education? Are we stressing this at all? Should we not stress perhaps more field-based experience where the theoretical can be brought into closer consistency to the practical level of implementation? By failing to do so, do we not run the risk of placing our graduates in situations where they are controlled by their working environments rather than proactively changing and restructuring them to accommodate new trends and needs? Why is it that a greater number of administrators are leaving the profession because of their inability to cope with dynamic and sometimes difficult management situations?

The answers to all these questions are multiple. The important point to keep in mind is that they are available. The need for ongoing and continuous review of programs and curricula is not just true for people in the field but rather for those programs that are responsible for preparing the practitioner. If these programs are not responsive to the need for a highly trained and well-educated person who can play a critical role in the process of administering their institutions over the next 20 to 30 years, we will really fail.

Finally, a recent report in the Chronicle of Higher Education (February 28, 1980) provides the following relevant excerpt from the soon to be published final report

of the Carnegie Council of Policy Studies in Higher Education entitled Three Thousand Futures: The Next 20 Years:

> Our version of the future is instead, that problems, lie ahead, but that there are reasonable solutions to most, if not all of them; that it is better to plan to meet the future effectively than to just fear it as a new dark age.

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APPENDIX A

LETTERS OF ENDORSEMENT

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
151 MIDDLESEX TURNPIKE BURLINGTON MASSACHUSETTS 01803

MEMORANDUM

TO : Chief Executive Officers
New England Community/Junior Colleges
and Technical Institutes

FROM: William J. MacLeod
Director of Evaluation
Commission on Institutions of
Higher Education
New England Association of Schools and Colleges

RE : Research Project on Institutional
Self-Study and Related Activity

DATE: September 5, 1979

The Commission on Institutions of Higher Education (NEASC) is cooperating with the New England Junior College Council (NEBHE) jointly endorsing a research project which seeks to gather, systematically and anonymously from two-year degree granting institutions within the New England region, facts about and reactions to the self-study process employed, the perceived impact of the process, and suggestions for future processes. It is expected that the study will generate important data to improve the effectiveness of the institutional self-study in our region. Your participation is needed and requested.

The Research Director for the project is Philip R. Day, Jr., Director of Planning, Research and Development at the University of Maine at Augusta. Institutions participating in the study are those which have conducted institutional self-studies and have been reviewed for accreditation purposes during the period of July 1970 to June 1979. The investigation will also be limited to those institutions that participated in the process as a means of reaffirming initial accreditation.

A copy of the instrument is attached, accompanied by a stamped return envelope. We appreciate your cooperation and support for our continuing efforts to improve the self-study process for two-year colleges.

NEW ENGLAND JUNIOR COLLEGE COUNCIL

MEMORANDUM

TO: CHIEF EXECUTIVE OFFICERS
NEW ENGLAND COMMUNITY/JUNIOR COLLEGES
AND TECHNICAL INSTITUTES

FROM: SISTER MARGARET JOHN KELLY, PRESIDENT
NEW ENGLAND JUNIOR COLLEGE COUNCIL

RE: RESEARCH PROJECT ON INSTITUTIONAL SELF-STUDY
AND RELATED ACTIVITY

DATE: SEPTEMBER 21, 1979

For the past several years the New England Junior College Council has been reviewing and discussing the accreditation process - its impact on two-year colleges, strengths and weaknesses, and methods for improvement. The Council has been hampered by the lack of substantive information upon which it could base its discussions and/or future recommendations. The New England Association has also been hampered in this regard.

The Commission on Institutions of Higher Education (NEASC) and the Council are jointly endorsing a research project which will provide valuable information on the state of the art, the perceived impact of the process, and suggestions for future processes. It is expected that the study will generate important data to improve the effectiveness of the institutional self-study for two-year colleges throughout our region. Your participation is needed and requested.

A copy of the instrument is attached, accompanied by a stamped return envelope. We appreciate your cooperation and support.

[illegible] Telephone 617-[illegible]-8071

APPENDIX B

LIST OF PARTICIPATING INSTITUTIONS

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

CONNECTICUT

Asnuntuck Community College	1977
Hartford College for Women	1972
Housatonic Community College	1977
Manchester Community College	1977
Mattatuck Community College	1977
Middlesex Community College	1977
Mitchell College	1978
Mohegan Community College	1976
Northwestern Connecticut Community College	1977
Norwalk Community College	1976
Post College (A & B)	1977
Saint Thomas Seminary Junior College	1973
Tunxis Community College	1978

MAINE

University of Maine at Augusta	1978

MASSACHUSETTS

Bay Path Junior College	1975
Bradford College (A & B)	1978
Bristol Community College	1976
Cape Cod Community College	1977
Dean Junior College	1970
Endicott College	1976
Fisher Junior College	1975
Lasell Junior College	1972
Massachusetts Bay Community College	1977
Massasoit Community College	1976
Middlesex Community College	1973
Mount Ida Junior College	1975
Mount Wachusett Community College	1977
Quinsigamond Community College	1978
Springfield Technical Community College	1976
Wentworth Institute (A & B)	1977
Worcester Junior College	1976

NEW HAMPSHIRE

Colby-Sawyer College (A & B)	1977
White Pines College	1977

RHODE ISLAND

Rhode Island Junior College	1974

VERMONT

Green Mountain College (A & B)	1970

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

COMMISSION ON VOCATIONAL, TECHNICAL, CAREER INSTITUTIONS

CONNECTICUT

Hartford State Technical College	1973
Norwalk State Technical College	1973
Thames Valley State Technical College	1973
Waterbury State Technical College	1973

MAINE

Eastern Maine Vocational-Technical Institute	1978
Northern Maine Vocational-Technical Institute	1978
Southern Maine Vocational-Technical Institute	1979

MASSACHUSETTS

Becker Junior College	1979
Newbury Junior College	1977

NEW HAMPSHIRE

New Hampshire Technical Institute	1972
New Hampshire Vocational-Technical College at Berlin	1979
New Hampshire Vocational-Technical College at Claremont	1976
New Hampshire Vocational-Technical College at Laconia	1977
New Hampshire Vocational-Technical College at Manchester	1977
New Hampshire Vocational-Technical College at Nashua	1977
New Hampshire Vocational-Technical College at Portsmouth	1979

RHODE ISLAND

None

VERMONT

Champlain College	1975

APPENDIX C

SURVEY INSTRUMENT

SURVEY CONCERNING EXPERIENCE WITH INSTITUTIONAL SELF-STUDY AND RELATED ACTIVITIES - 1970-1979*

SELF-STUDY RESEARCH PROJECT

Endorsed by:

New England Association of Schools and Colleges, The Commission on Institutions of Higher Education

New England Junior College Council (New England Board of Higher Education)

Research Director:

Philip R. Day, Jr.
Director of Planning, Research and Development
University of Maine at Augusta

*The Researcher wishes to acknowledge that the instrument utilized as a basis for this study was developed by Dr. Robert Kirkwood, Executive Director, Commission on Higher Education, Middle States Association of Colleges and Schools, and Dr. Herbert Kells, Professor of Higher Education, Rutgers University.

DEFINITIONS.....FOR REFERENCE PURPOSES.....

FORMS OF SELF-STUDY

An institution seeking initial accreditation must use the Comprehensive Self-Study described below as part of the evaluation process. The self-study form for a re-evaluation depends on current circumstances, particularly upon the degree to which an institution makes habitual and skillful use of self-study techniques on its own accord. Institutions are invited to discuss the possibilities with a member of the Commission's staff well in advance of the anticipated date of evaluation.

Five basic forms of self-study are available. *Other forms are possible, however, and may be developed in consultation with the Commission staff.*

a. COMPREHENSIVE: the most common type of institutional review, in which every major aspect of program, governing and supporting structures, resources and services, and educational outcomes is appraised in relation to an institution's self-defined objectives.

   A comprehensive self-study is usually the desirable one unless an institution has recently conducted a thorough and comprehensive self-evaluation on its own or has a regular program of internal institutional research which would render this approach repetitious or unprofitable. Even then, the Commission may require it.

b. GENERAL EVALUATION WITH CERTAIN EMPHASES: This option is a refinement of the basic comprehensive self-study, useful for institutions wishing to give special attention to selected areas or issues within the context of their overall objectives and performance. This form involves a general review of objectives, program, and supporting elements, followed by an examination in depth of those aspects which are of primary significance to an institution at a given time. An institution might find it useful, for example, to place special emphasis in its self-study on its charter and trustees, its faculty and teaching practices, and/or on the outcomes of its total operation.

   The self-study report covers both phases. The "study guide" materials may be used as the basis for the general part, or the institution may create its own format. The analysis of and report on the special emphases may be presented in whatever manner seems appropriate. The areas of special emphasis selected should be ones of current and significant concern for the institution and ones on which external judgment and criticism are desired and likely to be useful, and which are significant indices of the competence of the institution's educational performance. Both the format and the selection of issues are to be determined in, or after, discussions with the staff of the Commission, and a detailed outline of the proposed study must be filed with the Commission. Members of the visiting committee will be selected in large part with the nature of the special emphasis in mind.

c. SELECTED TOPICS: concentration upon certain areas, units, or aspects of an institution, when the basic accreditability of an institution can be readily verified through available information and when intensive study of selected functions or parts or chosen aspects of its work promises to be illuminating of the whole, and more profitable to the institution.

After discussion with the Commission's staff, the institution should present, early in the self-study period, a detailed plan of action for approval. The self-study will then need to produce:

1. a relatively brief introductory paper setting forth the institution's aims and objectives, describing its organization, programs, resources, and outcomes, and providing such quantitative data as are necessary; and
2. information in depth on the chosen areas or topics.

The visiting team will be selected accordingly and instructed to develop from the special topics a view of the institution as a whole.

d. CURRENT SPECIAL STUDY: an institution making or about to make a comprehensive and intensive study of its educational program for curriculum revision, long-range educational planning, or similar purposes may request the Commission to accept the report of such a study in place of a more conventional form of self-evaluation.

Where intensive self-study is to be carried on over a period of several years, with different aspects of the institution subjected to analysis in successive years, the product of such self-studies may be reviewed by small visiting committees each year, with an overall review at the conclusion of the total study.

At the discussion with the Commission staff, a detailed proposal should be presented, with evidence of the institution's ability to carry it out effectively, or, if already complete, evidence that it has been a significant enterprise. If the Commission approves, it will then decide what further steps are necessary.

e. CONTINUING INSTITUTIONAL RESEARCH EVALUATION: acceptance of the product of an institution's regular program of institutional research in fulfillment of the self-study requirement, without further documentation other than an introductory statement.

Such a procedure will be considered only when institutional research covering the general range and outcomes of an institution's programs is a significant part of its established procedures. The Commission will appoint a small committee to examine the materials and to decide whether more information or an extended visit is needed. In any case, a limited visit is to be expected.

SELF-STUDY RESEARCH PROJECT Page Three

SURVEY CONCERNING EXPERIENCE WITH INSTITUTIONAL SELF-STUDY AND RELATED MATTERS (1970-1979)

[ ]
(for non-response follow-up purposes only)

This instrument seeks to gather systematically and anonymously from institutions in the NEASC region which have conducted institutional self-studies and which have been reviewed for accreditation purposes during the period June 1970 to June 1979, facts about and reactions to the self-study process employed, the perceived impact of the process and suggescions for future processes. We are asking the person who acted as steering committee chairperson or who coordinated the self-study (or some other knowledgeable person) to complete the instrument and forward it back to the Research Director in the addressed envelope provided. The Commission needs your participation in order to improve the effectiveness of the institutional self-study in our region.

* * * * * * * * *

1. Was your institution aware at the start of the self-study that the NEASC Commission on Higher Education is willing to consider the use of various approaches to self-study as your institution prepared for the accreditation review?

   Yes ( )1
   No ( )2
   Don't Know ( )3

2. Had your institution selected a self-study form before a Commission staff person visited the institution? (Keep in mind that institutions preparing for initial accreditation must use a comprehensive approach.)

   Yes ( )1
   No ( )2
   Don't Know ( )3

3. Did the staff person suggest the use or further encourage the consideration of other than a comprehensive approach?

   Yes ( )1
   No ( )2
   Don't Know ( )3

4. Did the institution respond favorably (accept the advice) to that suggestion?

   Yes ( )1
   No ( )2
   N/A ( )3

5. In what year did your institution initiate its self-study?

1970 ( )1	1975 ( )6
1971 ( )2	1976 ( )7
1972 ( )3	1977 ( )8
1973 ( )4	1978 ( )9
1974 ( )5	1979 ( )10

6. What general form was chosen for self-study? (See back of cover page for definitions.) Check (✓) one.

   Comprehensive self-study ..... ( )1
   Comprehensive but with one or more special emphases ..... ( )2
   Selected topics approach ..... ( )3
   Current special study approach ..... ( )4
   Regular institutional research approach ..... ( )5

7. If you used a "comprehensive with special emphases" approach, a "selected topics" approach, or a "current special study" approach, which of the following areas, problems or foci were studied in some depth? Check (✓) all appropriate.

   Financial problems or projections ..... ( )1
   Governance or some aspect of it ..... ( )2
   Institutional research studies ..... ( )3
   Goals/outcomes/effectiveness studies ..... ( )4
   A curriculum or program review of some kind ..... ( )5
   Student services (or some major aspect thereof) ..... ( )6
   An enrollment/admissions problem ..... ( )7
   Remedial developmental education ..... ( )8

7. (cont'd.)

General education-career education relationship ..... ( )9
The organization of the institution ..... ( )10
Fund raising/financial development ..... ( )11
Faculty development ..... ( )12
The library/learning resources ..... ( )13
Long-range planning ..... ( )14
Other ..... ( )15

NOTE: Those institutions which chose the "current special study" approach should answer the remaining questions with respect to the study process elected in lieu of a separate self-study initiated for NEASC.

8. If you chose to use the comprehensive self-study format, what were the reasons? (If not, go on to #9.) Check (✓) all appropriate.

Commission requested it ..... ( )1
Institution preferred a thorough review at the time ..... ( )2
Administrative changeover; desired thorough review ..... ( )3
Board of trustees requested comprehensive review ..... ( )4
It had been too long since a major review had been conducted ..... ( )5
Other ..... ( )6
Don't know ..... ( )7

9. If you chose other than the traditional comprehensive self-study, what were the major reason(s) for that choice? Check (✓) all appropriate.

Institutional or State Master Plan completed recently or underway ..... ( )1
Other major institutional studies recently completed or underway ..... ( )2
Recent previous NEASC evaluation ..... ( )3
Institutional research studies and other information were available ... ( )4
Desire to focus on specific institutional problems ..... ( )5
Extensive staff participation could more readily be obtained with the form chosen ..... ( )6
A study conducted by a consulting agency indicated special needs ..... ( )7
Other ..... ( )8

10. In general, in light of the institution's reasons for choosing the self-study format, did it turn out to be a good choice? Check (✓) one.

Generally, yes ( )1
Qualified yes ( )2
Generally, no ( )3
Definitely no ( )4

11. Would you choose that format again under similar circumstances? (Check (✓) all appropriate.)

Yes ..... ( )1
Yes, but only with different commitment from top leadership ..... ( )2
Yes, but only with different participation ..... ( )3
Yes, but with different foci/topics ..... ( )4
No ..... ( )5
Don't know ..... ( )6

12. If no, or a qualified yes, why not? (Check (✓) all appropriate.)

Major campus problems were missed ..... ( )1
Too superficial ..... ( )2
Too risky or politically difficult ..... ( )3
Other (please specify) _____ ( )4

_____

N/A ..... ( )5

13. Was the evaluation team attuned to the nature of the self-study approach used? (Check (✓) one.)

Definitely yes ( )1
Partially or Qualified yes ( )2
Generally, no ( )3
Definitely no ( )4

14. Did the NEASC evaluation team which visited the campus seem to feel that the choice of self-study format had been a good one for the institution? (Check (✓) one.)

Definitely yes ( )1
Partially or Qualified yes ( )2
Probably or Generally no ( )3
Definitely no ( )4

15. Did the NEASC evaluation team which visited the campus seem to feel that the choice of self-study format had been a good one for the team's purpose? (Check (√) one.)

Definitely yes	( )1
Partially or Qualified yes	( )2
Probably or Generally no	( )3
Definitely no	( )4

16. What would you say was the major feeling(s) of those who were actively involved in the self-study process concerning the reason for conducting it? (Check (√) one or more.)

"We have to do it; NEASC demands it."	( )1
"We have to get ready for evaluation."	( )2
"We should do this for our own purposes." (improvement, change, etc.)	( )3
Other (please specify) _____	( )4
Don't know	( )5

17. Did the self-study process result in any real improvement at the institution? (in programs or policies, or procedures?) ..... (Check (√) one.)

Definitely yes	( )1
Probably yes	( )2
Probably no	( )3
Definitely no	( )4

IF YOU THINK THE SELF-STUDY PROCESS RESULTED IN IMPROVEMENT, IN WHAT AREAS DID THEY OCCUR AND TO WHAT EXTENT WAS THE SELF-STUDY PROCESS THE CAUSATIVE FACTOR? (Check (√) one per line.)

	Improvement came primarily from the self-study	Improvement caused equally by self-study and team visit	Improvement came primarily from team visit	No Improvement or improvement not caused by self-study at all
18. Academic programs	( )1	( )2	( )3	( )4
19. Functioning of the Board	( )1	( )2	( )3	( )4
20. Determination of priorities	( )1	( )2	( )3	( )4
21. Governance/Organization	( )1	( )2	( )3	( )4
22. Funding levels from sponsor(s)	( )1	( )2	( )3	( )4
23. Better policies	( )1	( )2	( )3	( )4
24. Better procedures	( )1	( )2	( )3	( )4
25. Better planning processes	( )1	( )2	( )3	( )4
26. Better institutional research.	( )1	( )2	( )3	( )4
27. Student services	( )1	( )2	( )3	( )4
28. Faculty/staff development	( )1	( )2	( )3	( )4
29. Reallocation of resources	( )1	( )2	( )3	( )4
30. Library/learning resources	( )1	( )2	( )3	( )4

HOW DID MOST PEOPLE ON THE CAMPUS (by category) FEEL ABOUT THE SELF-STUDY PROCESS AND ITS RESULTS? (be very frank) (check (√) one per line)

	Were really unaware of it	Were aware but had no opinion for lack of information	Were aware of it and thought it was useful	Were aware of it, but thought it neither useful nor harmful	Were aware of it, but thought it was harmful (wasteful, too costly, diverting)
31. Most Board Members	( )1	( )2	( )3	( )4	( )5
32. Most administrators	( )1	( )2	( )3	( )4	( )5
33. Most faculty members	( )1	( )2	( )3	( )4	( )5
34. Most students	( )1	( )2	( )3	( )4	( )5

SELF-STUDY RESEARCH PROJECT

35. Most of the people actively involved in the self-study thought it was: (Check (✓) one.)

Very useful ..... ( )1
Useful ..... ( )2
Not very useful ..... ( )3
Not useful at all ..... ( )4

36. Approximately how long did the self-study process take, in overall terms (realizing that some periods of relative inactivity may have been included in the overall time period)? (Check (✓) one.)

6 mo. ..... ( ) 1
9 mo. ..... ( ) 2
12 mo. ..... ( ) 3
15 mo. ..... ( ) 4
18 mo. ..... ( )5
21 mo. ..... ( )6
24 mo. ..... ( )7
more than 24 mo. ..... ( )8

37. What was the size of the steering committee or coordinating group used in the process? (Check (✓) one.)

3 or less people .... ( ) 1
4-6 people ..... ( ) 2
7-9 people ..... ( ) 3
10-12 people ..... ( )4
13-15 people ..... ( )5
more than 15 people ..... ( )6
N/A ..... ( )7

38. Check the approximate % of the steering committee membership who were:

Administrators

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6
51-60% ( )7
61-70% ( )8
71-80% ( )9
81-90% ( )10
91-100% ( )11

39. Faculty Members

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6
51-60% ( )7
61-70% ( )8
71-80% ( )9
81-90% ( )10
91-100% ( )11

40. Students

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6

41. Board Members

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6

42. Community (local geographic area) members

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6

43. Alumni

0% ( )1
1-10% ( )2
11-20% ( )3
21-30% ( )4
31-40% ( )5
41-50% ( )6

44. If the steering committee chairperson or coordinator was a faculty member, did he/she have released-time from some normal duties during the self-study or during a large part of it? (Check (✓) one.)

Yes ..... ( )1
No ..... ( )2
(Administrator or Other)...N/A ..... ( )3

45. If yes, approximate % of relcased time: (check (✓) one.)

1-25% ( )1
26-50% ( )2
51-75% ( )3
76-100% ( )4
Don't Know ( )5

46. What approximate amount of funds was expended directly by the institution in the self-study effort (include estimated faculty released-time costs, printing, mailings, data processing, supplies, secretarial and the like)? (Do not include evaluation team visit costs.) (Check (✓) one.)

Have no idea	( )1	$10,001-$12,500	( )6
0-$2,500	( )2	$12,501-$15,500	( )7
$2,501-$5,000	( )3	$15,501-$17,500	( )8
$5,001-$7,500	( )4	$17,501-$20,000	( )9
$7,501-$10,000	( )5	More than $20,000	( )10

47. How many committees, task forces, or other groups were utilized in the self-study, in addition to the steering committee? (Check (✓) one.)

No committees	( )1	7-9	( )4
1-3	( )2	10-12	( )5
4-6	( )3	13-15	( )6
		More than 15 ..	( )7

48. What was the average size of the committees? (Check (✓) one.)

1-3 people ..	( )1	10-12 people ..	( )4
4-6 people ..	( )2	13-15 people ..	( )5
7-9 people ..	( )3	over 15 people ..	( )6

49. Considering the persons who served on self-study committees or other work groups of any kind and the number of individuals who carried out specific assignments in the process, what was the total number of people involved? (Check (✓) one.)

0-25	( )1	101-125	( )5
26-50	( )2	126-150	( )6
51-75	( )3	151-175	( )7
76-100	( )4	176-200	( )8
		More than 200..	( )9

PER CENT (%) OF CONSTITUENT GROUP WHICH THE NUMBER REPRESENTED BY GROUP:
(Check (✓) one for each group.)
EXAMPLE: What % of the total faculty (full-time and part-time) did the faculty members in the above group (in item 49) represent?

50. Faculty

1-5%	( )1	21-30%	( )5
6-10%	( )2	31-40%	( )6
11-15%	( )3	41-50%	( )7
16-20%	( )4	More than 50%..	( )8

51. Administration

1-5%	( )1	21-30%	( )5
6-10%	( )2	31-40%	( )6
11-15%	( )3	41-50%	( )7
16-20%	( )4	More than 50%..	( )8

52. Students

0%	( )1	1.51-2%	( )5
0.1-0.5%	( )2	2.1-3%	( )6
0.51-1.0%	( )3	3.1-4%	( )7
1.1-1.5%	( )4	4.1-5%	( )8
		More than 5%...	( )9

53. Board Members

0%	( )1	31-40%	( )5
1-10%	( )2	41-50%	( )6
11-20%	( )3	More than 50%..	( )7
21-30%	( )4		

54. Did your self-study include significant attempts to study the educational and other outcomes of the programs of the college in light of the goals of the college and/or the programs?

Yes .....( )1
No .....( )2

55. If yes, what specific studies were attempted? (either through the self-study or through a thorough examination of the results of recent studies conducted under other auspices) (Check (✓) all appropriate.)

Alumni follow-up studies:
Follow-up studies ..... ( )1
College records regarding placement ..... ( )2
Attrition/retention studies ..... ( )3
Student development:
Basic skill abilities ..... ( )4
Higher order cognitive skills (critical thinking, evaluation, etc). ( )5
Discipline subject matter exams (knowledge) ..... ( )6
Vocational/career skill tests ..... ( )7
Studies of personal development, values, etc. ..... ( )8
Opinions of students about programs or services ..... ( )9
Other (specify) _____ ( )10

56. What were the major strengths of your self-study? (Check (✓) all appropriate.)

Great commitment to conduct study for institutional improvement ..... ( )1
Strong, appropriate support and leadership provided at the top of the institution ..... ( )2
Active participation by desired people was achieved ..... ( )3
Goals were re-examined and/or clarified ..... ( )4
Action to solve problems was initiated ..... ( )5
Improvement occurred in one or more major areas ..... ( )6
Morale and awareness were enhanced on campus ..... ( )7
Other (specify) _____ ( )8

57. What were the major weaknesses and/or disappointments of the self-study? (Check (✓) all appropriate.)

Broad commitment to conduct the study for institutional purposes was missing ..... ( )1
Support and leadership from the top were absent or weak ..... ( )2
Adequate amount of participation never really achieved ..... ( )3
Representative participation not achieved ..... ( )4
Consensus on problems never achieved ..... ( )5
Problem solving not initiated ..... ( )6
Little improvement ever resulted ..... ( )7
No real effort to study educational outcomes ..... ( )8
Increased morale and institutional awareness not achieved ..... ( )9
No relationship of self-study to planning for the future ..... ( )10
Other (specify) _____ ( )11

CHECK ONE ITEM PER CATEGORY PLEASE

58. In general, your institution found the NEASC/CIHE staff member's.....

.... advice and information to be:
Excellent ..... ( )1
Good ..... ( )2
Fair ..... ( )3
Poor ..... ( )4

59. .... preparation for and understanding of your situation to be:
Excellent ..... ( )1
Good ..... ( )2
Fair ..... ( )3
Poor ..... ( )4

60. In general, your institution found the NEASC/CIHE documents, handbooks, and the like to be:
Excellent ..... ( )1
Good ..... ( )2
Fair ..... ( )3
Poor ..... ( )4
N/A ..... ( )5

61. In general, the NEASC/CIHE evaluation team which visited your campus exhibited the following characteristics.....

.... Technical competence of the team members (use an overall rating, realizing that the quality may have varied across the team):

Excellent ..... ( )1
Good ..... ( )2
Fair ..... ( )3
Poor ..... ( )4

62. .... Usefulness of the advice given by the team:

Very useful ..... ( )1
Useful ..... ( )2
Not very useful ..... ( )3
Not useful at all ..... ( )4

63. The NEASC/CIHE letter announcing the accreditation action and any follow-up requirements or activities were (or will be):

Very useful ..... ( )1
Useful ..... ( )2
Not very useful ..... ( )3
Not useful at all ..... ( )4
(Just a simple reaffirmation statement)... N/A ..... ( )5

64. The overall evaluation I would make of the NEASC/CIHE self-study process and the team visit:

Very useful ..... ( )1
Useful ..... ( )2
Not very useful ..... ( )3
Not useful at all ..... ( )4

INSTITUTIONAL CHARACTERISTICS

(Check (✓) one item per category please.)

65. Type of accreditation review:
5-year review (first review after initial accreditation) ..... ( )1
Regular 10-year review ..... ( )2

66. Type of institutional sponsorship:
Publicly supported ..... ( )1
Private, non-profit support ..... ( )2
Private proprietary ..... ( )3

67. Campus structure:
Essentially a single campus institution ..... ( )1
One campus of a multi-campus institution ..... ( )2
No campus (a campus-free college) ..... ( )3

68. Programs and degrees offered:
Liberal arts and sciences only ..... ( )1
Predominantly liberal arts and sciences with some career offerings (including vocational-technical) ..... ( )2
Predominantly career (including vocational-technical) with some liberal arts and sciences ..... ( )3
Career (including vocational-technical) only ..... ( )4

69. Age of the institution:
New (less than five years old) ..... ( )1
5-10 years ..... ( )2
11-25 years ..... ( )3
More than 25 years ..... ( )4

70. Size of the student body (headcount):
Less than 1,000 students ..... ( )1
More than 1,000 but less than 5,000 students ..... ( )2
More than 5,000 but less than 15,000 students ..... ( )3
More than 15,000 students ..... ( )4

71. Does your institution employ a full-time staff member in the area of planning and institutional research?

Yes ..... ( )1
No ..... ( )2

72. If not, what percentage of staff time, if any, would you estimate is allocated to this function?

0% ..... ( )1
1-10% ..... ( )2
11-20% ..... ( )3
21-30% ..... ( )4
31-40% ..... ( )5
41-50% ..... ( )6
51-60% ..... ( )7
61-70% ..... ( )8
71-80% ..... ( )9
81-90% ..... ( )10
91-100% ..... ( )11

73. To what degree was planning/research staff member(s) actively involved with the self-study process?

Very involved ..... ( )1
Involved ..... ( )2
Not very involved ..... ( )3
Not involved at all ..... ( )4

74. In general, how would you view the relationship between institutional planning/research and satisfactory completion of the self-study process on your campus?

Very strongly related ..... ( )1
Related ..... ( )2
Not very related ..... ( )3
Not related at all ..... ( )4

75. General comments and reactions regarding the self-study and accreditation process: PLEASE PRINT OR TYPE.